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AUTHOR Schneider, Ann L.
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ABSTRACT

Interviews with managers and other staff were used to assess the communication and language development needs of limited-English-proficient (LEP) workers at Lattice Works of Oregon (LWO) Corporation. Task analysis was used by Portland Community College (Portland) to develop a curriculum for twice-weekly classes held before or after shift changes. The curriculum focused on the critical communication tasks of following directions, clarifying directions, giving directions, giving clarifying information, and giving feedback. A buddy system was developed to encourage English use in the workplace. Fall-winter classes had 24 beginning and 13 intermediate participants. Spring and summer classes were modified based on student needs. Job materials, technologies, and tasks/activities were incorporated into the curriculum. Problems encountered included the following: (1) diversity of student needs; (2) lack of time to customize materials; (3) expectations of the company and workers differing from what was offered; and (4) students having to attend classes on their own time. Positive aspects were broad management support, the buddy system, and convenient class location. The following recommendations resulted: (1) the workplace focus of the project should be made clearer to company and workers, and classes should be held on company time; (2) workers should be involved in curriculum development; (3) there should be a site coordinator; and (4) expressed needs should be clearly matched with the type of instructional format. (The 18-page report is followed by six appendices: management survey results; worker language assessment; curriculum materials; the LEP buddy system; student data; and student performance levels. A final report on the advanced level of the English-as-a-Second-Language strand is also included.) (YLB)

ED346261

THE COLUMBIA-WILLAMETTE SKILL BUILDERS CONSORTIUM

National Workplace Literacy Program (84.198)
U.S. Department of Education

FINAL PERFORMANCE REPORT

Submitted by
Portland Community College
12000 S.W. 49th Avenue
Portland, Oregon 97219

APPENDIX V. Instructors' Reports and Sample Curriculum Materials

C. Portland Community College:

Workplace Literacy at LWO Corporation
Ann L. Schneider; Sally A. Huntley

English in the Workplace - Beginner
English in the Workplace - Intermediate

CE 061 263

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I. Initial contacts and identification of needs

I began to work with the L. W. O. Corporation in June 1990 to begin to assess the kinds of communication and langugage development needs that existed among the Limited English Speaking workers. I had been contacted by Nikki Sullivan, who had already negotiated and discussed the project with the LWO managers. As the project developed, additional teachers, Caryl Waters, Richard Campbell, and Sally Huntley[1] joined the effort.

Company (management) perspective

LWO is a unique workplace environment. The company is a small manufacturing company which produces different types and styles of wood lattice, wood paneling, shingles and is developing other quality wood products. Workers come from a variety of ethnic and linguistic backgrounds: Hispanic , Mayan and Mixtecan, Mien(Lao), Eritrean, African- American and Caucasian. In some departments the department head is bilingual/bicultural.

I toured the company with the production manager and spent time with the Quality control/training supervisor to understand the organizational chart, job roles and responsibilities.

English is used primarily between the managers, between department heads and some of their leads or production workers, between workers of different language groups, between workers and the office staff, between leads and the millwright. Mien, Lao, Spanish are used for intervieving, training of workers, reporting problems, corrections, problem solving on a regular basis.

After discussing problems with both the CEO, the production manager and the Quality Control manager, I interviewed all department heads which included 8 department heads, 1 head lead, 2 related production workers and 3 non production workers (office). These staff were identified by the Quality Control/Training Manager, who was the main contact with the company.

I gave them each a preliminary list of areas to reflect upon before our one on one interview. At the interview I tried to draw out the kinds of problems which

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[1]Caryl Waters was involved in doing tasks anaylsis, giving imput into the curriculum development. Richard Campbell provided all the instruction to the Beginning workers throughout the project. Sally Hundtley taught the Intermediate class during the Spring session.

existed in the workplace especially concerning oral communication and literacy.[2] I completed an interview form on each person interviewed and compiled the results. (Since I was hired as an English instructor, I didn't focus on the math skills.)[3]

Managers felt that workers had major problems in the following areas (prioritized based on the feedback from the questionnaires):

1. giving feedback
2. understanding company policy
3. following directions
   reporting problems
   calling in sick
   understanding performance reviews
4. following production change
   asking for clarification

They also expressed concerns and gave examples:

1. understanding company policies
2. understanding job descriptions for promotions
   interacting with co-workers
3. reporting problems
4. following safety rules/practices

The complete summary of these questionnaires/interviews are found as the Appendix I.

Employee Perspective

Before I began to work with LWO workers had been informed that there would be English classes at the company. Anyone interested was asked to sign up in their department. There were approximately 60 workers listed.

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[2] I used an oral interview format similar to a format suggested in the " Teaching English in the Workplace" text by Belfiore and Burnaby, The Ontario Institute for Studies in Education, Toronto, Ontario.

[3] Please note that in my interviewing I asked these managers to answer the questions concerning their workers; I later realized I should have differentiated their opinions concerning lead or production works. The terms major or minor problem could have been more clearly defined for the managers)

In an effort to determine the language level of these workers and to begin to develop a design for serving them, I developed a language assessment including oral, listening, reading and writing skills. [4] (See Assessment - Apprendix 2) Workers came off the line for 15-30 minutes each to be assessed. The interviews were taped and scored/evaluated after the interview.

Forty six workers were intervieved. (25 of those intervieved actually never attended any of the classes. Some no longer worked at the company and it is unclear why the others never attended even one session.)

The language levels were related to the "Student Performance Levels"(SPL) (See attached SPL chart). The results were:

Appendix 6

Night Shift			Day Shift		
Level	A	B	Level	A	B
(SPL)	1 II III	IV V VI		1 II III	IV V VI
#workers assessed	8 - 5 -4	3 -2 -4		3- 5- 2	2- 5- 3
Total	17 (1 lead)	9 (2 leads)		10	10 (4 leads)

Note only a few leads were assessed. It was my feeling at that time that if we wanted to involve the intermediate or more advanced workers, that a specialized English class for leads would need to be developed.

Each of the workers who were assessed was asked to define what he wanted to get from the classes, and in most cases the response was very general, giving no clear message to shape the curriculum.

In each of the classes the instructor gathered more information concerning the workers' needs through observation, asking students to prioritize interests and needs. This information was incorporated into the classes.

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[4] The assessment was based upon work done by TC Jupp and Susan Hodlin in Industrial English. Heinemann Education Books London p.318-325. This particular assessment tool could be adapted to any particular company just by changing vocabulary slightly and examples to fit the company and workers.

Discrepancies

The gathering of information from management was much more extensive than from workers at the beginning of the project. [5]

In analyzing the date collected initially, there seemed to be a variety of needs expressed, but more data was available from management point of view.

As time went on we became more aware of :

1) the range of needs

2) the need at times to separate the workers who had different roles in the company

3) the need to clarify the survival/ general literacy needs versus the work specific needs as well as those things expressed which could best be solved in a different way.

II. Process of collaboration with company to set up classes.

Entry into job site

After this initial work had been completed (June through July), the instructor received training from Jori Philippi concerning the task analysis and the function/contextual approach tied very specifically to job tasks. Neither the company nor the instructor had been fully oriented concerning the grant focus and detailed process expected to be followed which was explained during the trainings.

This particular project already had some definite givens which had been agreed upon by the PCC coordinator and the company management:

1. The company was assuming that any instruction would be given during the workers own time

2. Classes were open to any worker beginning in the Fall

Using the task anaylsis as a beginning point for developing curriculum was more of a challenge because there was already a "given group of workers, who at that

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[5] Taking time to work with the employees to prioritize their needs would have been helpful and worth the time to get more participation and buy in by the LEP workers.. With the production demands and time pressures during the work time., possibly a representative team might have been willing to gather more infor from the workers and report back to the program/curriculum developer. Bilingual assistance would be necessary to really gather more information from the LEP workers in detail

time, showed interest in being part of whatever was going to be developed. They came from a variety of roles and departments, positions in the LWO company. It was difficult to identify "critical tasks" which were important to those who were suppose to participate in the training. In addition to these issues, the training for tasks anaylsis had to be adapted to the English as a Second Language context .

We began to do task analysis around production reporting and quality control/redoing of the lattice panel. Only some of the workers were interested or affected by these tasks. I looked at the production forms from department to department to look for common literacy skills. This would be appropriate for "leads or leads to be" only. It seemed an appropriate direction for a second phase possibly in the Winter.

Some of the other specific problems which had been mentioned such as "calling in sick, performance reviews and company policies were perceived of as not being the focus of the grant.

I then applied the task analysis to critical tasks which were related to language functions which had been identified as problematic and could be applied to any context in the company: *following directions, clarifying directions, giving directions and giving information to clarify instructions*. These critical tasks were necessary for workers to do their work in any department and to progress to another machine or to another level of responsibility. It also involved tasks which were "critical" to both production workers and leads) This seemed like a solution to combining the grant approach to incorporate the company and worker expectations for workers of different roles to have access to classes in English at their level.

How project was presented/how was it received

The focus of the curriculum for the first class was discussed with Jori and the CEO/ Production manager, Quality control/training manager. It fit well with the goals of encouraging workers to use English more regularly at the worksite.[6] An introduction to the class was presented to those gathered for a special meeting who wanted to take the classes.

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[6] In retrospect, we envisioned changing the workplace culture so that English was the main means of communication; which isn't a realistic expectation when use of native language is as prevalent as it is for training, retraining , interaction among team members etc)

Logistical considerations

The only possible time for the classes was before or after shift change.. 1:30 to 3 or 3-4:30. We selected two days a week - Tues and Thursday.

The classes were held in two classrooms in the small house next to factory . It was quiet and relatively clean.

There were some seasonal lay offs, but the company was relatively stable.

Recruitment of learners

An announcement was made at the all company meeting in June 1990 that English classes would begin in the fall.

Department heads talked with their workers about the classes and compiled lists. About 60 names were put on the list. With such a large number, we felt recruitment wasn't much of an issue. As workers were assessed they we also told more about the class.

An orientation session was set up in October closer to the time that the classes were going to begin. Twenty -two workers attended the orientation. The focus of the classes, developing language skills to give and receive directions, clarifying instructions orally and in writing, were discussed. [7]

Classes began in November (Richard Campbell and Ann Schneider, instructors.) After the first four weeks, the instructors went to the company Christmas party and meeting to promote the class.

We continued to depend upon the company to spread the word once the classes had begun. One instructor attended a management meeting and encouraged department heads to promote the classes again.

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[7] Although the instructor has some Spanish skills, in order to explain in detail the focus of the grant, the class a fluent bilingual person should have been available in Spanish, Mien and Eritrean. This would have allowed the workers to understand more completely what to expect in the class and to get feedback as to the relevance of this class to their situations.

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III. Determination of curriculum content and development of curriculum

Nature and source of imput

As already mentioned, using the feedback from management, general comments from workers, and task analysis and using various sources related to English as a Second Language in the Workplace, and Language Acquisition Concepts , a curriculum outline was developed.
(See Apprendix 3 for curriculum outline and actual implemented lesson outline)

The first class curriculum was revieved by LWO staff and Jori Philippi, who was very helpful. It was also disucussed by phone with Jane Glover from the Vocational English Language Training Services, who has been involved with Vocational English Projects similar to this for many years. [8]

How objectives were identified

Instructor prioritized objectives based on above interviews, assessment, functional/contectual approach and what made sense given experience with Limited English Proficient learners.

We have decided as a beginning point to look carefully at this most important communication transaction which is central to successfully performing any tasks on the line:

1. following directions
2. clarifying directions
3. giving direction
4. giving information to clarify
5. giving feedback

There was hope that this would result in greater flexibility of movement of workers between jobs with more workers assuming more responsibility and applying for promotions; more willingness of workers to try other jobs; leads who could supervise multiethnic crews; workers who could function in multi-lingual crews; more company personnel who could interact with non natives; an increase

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[8] Ms. Glover was familiar with the task analysis tool and English as a Second Language training. Her comments were reassuring that we seemed headed in a good direction. More consultation with an English as a Second Language Consultant skilled in English in the Workplace/Vocational ESL would have greatly helped the instructors to discuss some of their unique workplace literacy issues.

use of English in the process of giving or following instructions, bilingual staff spending less time translating; more self sufficient workers.

Initially we were planning to have a fall class for all workers, a winter class for leads and a spring class focusing on safety issues or possibly math. In actuality the classes began much later than we expected and the fall-winter class objectives were combined. In conjunction with this class a buddy system was developed to encourage English use in the workplace. (See Appendix 4) The spring class changed in focus based on the student needs. In the early summer, the company was willing to consider training workers on company time. Critical tasks were identified in the areas of measurements and basic math skills. The workers who will need the training will be identified and participate as part of the company training program. This is currently being developed.

How job materials, technologies, tasks/activities were incorporated into curriculum

The following job materials, technologies, tasks/activies were used in my intermediate classes.:

Job Materials

photos of workers involved in various aspects of production
safety forms
newletter articles concerning safety
training and safety check lists
task sequences and examples of oral instructions
company materials such as products, equipment, supplies as realia

Technologies

taped listening exercises
simple illustrations
game formats for vocabulary development
appropriate/related text books
written exercises/worksheets
(video tapes were considered but there was not time to create visual sequences)

Tasks/activities
(using various language instruction modes)

listening comprehension - short answer, true/false
following directions
explaining to another worker how to accomplish a task

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asking questions to clarify information
role plays to simulate real contexts for communication
problem solving
discussion
prioritizing
basic work related vocabulary
reading training/safety check lists
interpreting safety directions
reading work related material which described situations, posed problem
decoding skills - reading and spelling
writing as reinforcement to listening, speaking, reading

Problems in the process of developing curriculum

1. The most challenging aspect of the curriculum development was to combine the grant approach using task anaylsis to meet the needs of a very diverse workforce in terms of roles, language levels and needs as well as to adapt this to English Language Acquisition/ English in the Workplace approaches which the instructors were familiar with. The instructors were also torn because some needs were of a more general ESL nature and a "student centered" class allows the students to shape the day to day focus and as the instructor understands their language development needs. This approach was opposed to the "training model" which was tightly tied to specific job tasks and skills needed to perform them more competently.

2. Caryl Waters began to help with curriculum , she decided she couldn't continue. Richard Campbell was hired right at the beginning of instruction. He brought a strong ESL and training and development background. He was given the curriculum which was developed.. and he began to adapt to his students and their needs. Sally Huntley was hired in the Spring. With each change, there was limited time to plan or coordinate. Only one of the instructors had had the initial training by Jori Phillipi.

3. In trying to develop customized materials, there wasn't enough time in teachers' schedule plus in the budget of the grant, to completely develop what was envisioned (i.e. taped dialogues using worker voices, video which simulated aspects of the training interaction etc.) More time was needed to regularly interact with workers , with the department heads etc to keep them fully informed and to get their honest feedback about the classes.

Instructors were responsible for all clerical work for production of their questionnaires, assessment, curriculum, classroom materials, maintaining on going

contact with the company, getting feedback from workers/management after the initial negotiations were made.

Solutions

1. The instructors struggled with the approaches and came up with a compromise for the first class. Reorientating the company management to the grant focus for the Workplace literacy classes was also important. I also had to reconcile the different expectations which had been created and explain why the additional time was needed to develop the "curriculum ". There was a question whether the focus of the grant was communicated to all concerned and given the data which was gathered and aggreement for classes to be on worker time, this was a match for this company.

2. The initial instructor provided some of the continuity and passed on material and some information as she had time. To have instructors/curriculum developers committed for the entire length of the grant would have been better.

3 The solution to this problem was to spend additional time evenings and weekends to try to keep things together. Part time instructors in ESL usually have other part time or even full time work, which was the case for these teachers. The amount of time needed for curriculum develop, instruction development and maintaining relationship to the company was way beyond the scope of a PT faculty position which is usually limited to 12 hours per week maximum.

A better solution would have been to have had a"coordinating" teacher on staff who was paid to do the recruitment, liaison, to work with a worker representative team and a curriculum committee ,and to develop the curriculum. Instructors could have then fit into the Part Time Community college limits if this was necessary. In addition it would have been helpful to have had a clerical support person to type materials and reports, duplicate and produce lessons.

IV. Delivery of instruction

Participants

Number of participants attending 4 or more sessions Fall and Winter:

Beginning - 24 Intermediate - 13

Sets of Buddies participating:

10 sets (20 workers in all)

There was better participation by workers who came to class before they worked the swing shift. They were rested and fresh. The workers who had completed a full shift and then came to class were tired and less receptive to learning.

Factors affecting participation

Company related/controlled factors

Positive

1. There was broad support by management for the project. Time was devoted to recruitment, liaison with instructors and recognition of participating workers. Staff always responded willingly to any request of the Instructors.

2. Native English speaking management, office and production workers participated in a buddy system to encourage the use of English and to give support to limited English proficient workers.

3. The classes were open to anyone who was interested.

4. The location was convenient and quiet.

5. Management stated that workers who made efforts to improve their English skills would receive positive comments in their performance evaluations and would also be considered for promotions.

Negative

1. Since workers were attending class on their own time a variety of other commitments would interfer at times; ranging from needing to return the car so a spouse could go to work; to not having babysitting money to cover; to too tired at the end of an 8 hour shift.

2. In reality the opportunities to "move up" occurred once in a while.

3. Actual use of English during work hours varies significantly depending upon the role of the worker. This affects the perception of need to use and improve English skills. It is much more of an effort to use a second language when safety, time, rapport is concerned. The actual work environment is also noisy. For safety reasons workers use ear plugs and face masks, which even further inhibit communication.

Instructional content factor

Positive

1. Instructors were willing to adapt content to meet the actual students who were attending the classes.

2. Instructors understood the realities of the students' work site and incorporated the language of the work site into their teaching and instructional materials.

3. Variety of approaches and techniques were used.

Negative

1. Workers felt they knew their jobs; therefore the very workplace focused material introducted at the beginning was partially of interest to them. They thought the company wanted them to study this, but it wasn't what they wanted to do.

2. The needs and interest of workers, particularly the intermediate students, were difficult to meet in one classroom because they were more defined and diverse. A tutorial arrangement would have been better for some workers if schedule could have been worked out.

Learner related factors

A core group of workers were very dedicated. Many workers came one time and didn't return. Other workers expressed some frustration about the length of time it would take to really see improvement in their communication, reading, writing skills. This was based on their past experience. Those who did attend regularly did show improvement.

Different levels of motivation affected participation. As some workers began to feel more confident using English, broadening their skills, they participated more regularly. The reverse also occurred. Students who dropped in once in a while would not see much progress and would drop out.

Had there been a stronger "buy in" in the process by workers, peer pressure might also have positively affected attendance. We needed more bilingual explanation of intent of training and to discern worker interests and involve them or a representative group in the process

V. Assessment of learners

I developed an initial assessment tool which gave a good over view of skills for placement. The purpose was to determine the scope of langauge skills of those workers who indicated they wanted to take class; to help determine the way classes should be organized; to determine the general Student Performance Levels, which are tied to a nationally standardized system of discussing student levels in a workplace context. [9]

Each instructor developed their own assessment process in their individual class (see info from each instructor).

For the intermediate class:

*Listening comprehension - true / false
*An oral interview focusing on giving directions/clarifying
*A final assessment -to see progress in using specific LWO vocabulary, manipulating language forms to form questions, reading comprension, understanding concepts of safety, training, and to give and clarify instructions orally/ in writing.

VI. Program evaluation

Formative

Interviews held by Northwest Regional Education Lab indicated that workers were not particularly interested in such a workplace focused curriculum.(at least on their own time. They expected something different) With this feedback efforts were made to broaden the context for the classes.

The core group of students seemed to continue in the class regardless. There was not an increase in participation after the class focus changed.

Summative

Nature of measurement tools
A questionnaire and a group discussion concerning the impact of the workplace literacy process and classes. (Suggested)

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[9] I intended to use this as the pre-test, but found that once the classes began, there wasn't time to assess each new student one on one using this tool. We could have varied the assessment and used it as the post test for all students participating in the program.

Sources of Information
Workers themselves as vell as managers.

Impact on learners
Still to be determined.

Impact on company
Still to be determined.

VII. Overall Issues, concerns and recommendations

1. Since part of the reason for this grant vas to test out an "approach" to vorkplace literacy efforts, this should have been spelled out to the company, the possible instructors and vorkers from the very beginning. Had that happened ve could have identified specific problem areas.. and vho should be included in the training before any commitment vas made to " vorkers" in general.

Given the "vorkplace focus" of the grant, it should have been negotiated for vorkers to have had at least half of the time on company time since the results vere to impact their performance. At the same time the grant's focus did not take into consideration some of the very real needs vorkers have just to develop their communication/literacy skills in general. Actual training and development is necessary to understand hov to meet these company and vorker expressed needs in such a vorkplace project.

2. Workers needed to be more involved, if even in a representative committee, in affirming or disagreeing vith the class curriculum and contents before classes vere implemented With more commitment up front, the classes might have been better attended consistently. Therefore there vould have been more impact on vorkers and company. This also means that more time vas needed vith bilingual assistance to explain and held in the process of involving vorkers and getting their imput. 10

3. More technical assistance , training and support vas needed for instructors vho vere playing a much more expanded role - liaison vith company representatives, recruitment, curriculum development, class development, revisioning program and materials, incorporating ESL approaches vith training

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10 This is discussed in the Worker-Centered Learning: A Union Guide to Workplace Literacy, which I read after I came to this conclusion.

model, training of other instructors, while learning and applying new skills. [11] The technical support was especially needed when the results were not as strong as expected :to analyze the problems, to motivate and inspire teachers, and to clarify the training or educational approaches.

There should have been a site coordinator and a clear division of responsibilities for instructors. Curriculum Development could have been part of either the coordinators or the instructors roles depending upon expertise and time available.

4. If possible a special aggreement should have been made with the Community college to allow for the necessary staffing hours regardless of the "part time" system which restricts the number of hours allowed to work. The staffing needed for this type of project should be arranged based on the actual work to be done in the period of time requested by the company. This could mean that a site coordinator/curriculum developer or instructor works full time for some periods of time to complete the project within the company timeframe.

5. If I were doing this again, I would have more clearly matched the particular needs expressed with the type of instructional format. I would also have identified which needs might be solved in an different way. For example:

General Needs

In general, all employees need to be able to call in sick and to respond to and give safety warnings. Also, across the board workers need to give feedback, clarify, follow directions for current or new positions.

All workers need to understand the company policies, the safety procedures for their particular area/machine, and general safety rules. All workers are expected to respond to production changes whether they were giving the instructions or follow them.

All workers need to be able to warn and respond to safety warnings such as get out of the way, stop that, turn it off... etc.

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[11] There must be a coordinator/lead teacher figure who is closely involved in day to day details and given the authority and paid time to complete these coordinating tasks competently and professionally.

Any worker who is interested in moving to a different job, must be able to read the job description and communicate in writing and orally the reasons they are qualified for this job.

Any worker who has a safety suggestion is asked to write it down on a specific form.

These more general needs for following directions, giving feedback, clarifying or developing the ability to learn a new task is a longer term goal and should be addressed in a English in the Workplace class similar to what was offered but partially on worker time because of the work related content of the class.

For those workers who expressed interest to use English more in a general context, information concerning the community college classes should have been available. A student centered class in which the instructor worked with students to determine their priorities and needs would also be a clear direction. This should be on student time and might include tutors who would work with individuals' needs. The class could be a class for non-readers who want to develop basic reading skills or writing class based on student level and interests.

Special Training

Leads need to read production reports and fill out their daily production logs. Leads were responsible to report problems to the millwright in English (some which had been reported to them by production workers in English or native language in their area). Leads and department heads are responsible to fill out the performance reviews and orally communicating this to workers, who are given a written copy of their "review" They are asked to comment in writing.

Leads and department heads are responsible for training their workers.

Specific in house training for particular workers such as leads or leads in training would be the best aproach. The training ares might be to fill out the specific forms, to communicate more clearly with the millright concerning particular machine problems, to to listen in a meeting and discuss problems or to write memos. This should also be part of the company training with workers using a part of their work time for the "job specific" training. Training could also be developed as self-paced learning packets accompanied by video or audo tapes and worksheets.

Other solutions to better communication in the workplace

Translation of important orientation, safety and training materials, company policies in to Lao, Spanish or any other language.

Simplify existing materials in English to more adequately communicate with the workforce that exists at LWO (orientation, safety instructions, company policies.

Simplify the newsletter or have sections of it geared to the worker reading levels.

The communication at the company meeting is above the majority of Limited English proficient workers. The bilingual translation is very necessary to communicate information. Another idea might be to use more visuals in the meeting, simplify language, request feedback and ask for smaller groups to discuss what was heard.

In order to increase the interaction of workers between ethnic and linguistic groups, more team building could occur. Developing the buddy system is a beginning. Any form of management which requires workers to discuss problems, solutions, safety improvements would increase the use of English in the workplace and might motivate workers to make more efforts to improve their communication skills(speaking, listening, reading and writing).

Time involved

My time figures are based on record keeping which didn't include all my time... so these are rough estimates of the actual time spent.

Planning time with partner (assessment, meetings with company CEO, production manager, Quality Assurance/Training coordinator, management team) 70 hours

Planning with consortium members (meeting with consortium members, PCC project coordinator, other EWP instructors, receiving training, sharing information) 53 hours

Curriculum develoment (training, applying new skills, writing, thinking, consulting, revising) 100 hours

Actual instruction (including time in class, preparation, material development and lesson planning - November through March only) 256 hours

(8 hours per week for 16 weeks instruction and immediate pre and post time; an average of at least 8 hours preparation for weeks classes which included creation of materials, clerical work needed)

Record keeping and write up... (various updates, collecting student information, PCC registration, ordering supplies, progress reports, compiling materials, clerical functions, final report). 150 hours

A total for my time

70
53
100
256
150
629 hours

My time only as a part time staff to this project (while also carrying at least 32 hours per week in my Full time position at Steps to Success)

July:	Developing contacts with company, assessing workers, surveying management, becoming familiar with company process
August:	Training; studying existing workplace literacy/English in the Workplace materials, compiling information; working with co-teacher
September:	Developing curriculum and program design
October:	Continued Curriculum Development and Materials exploration; selecting a new instructor and orienting to the project
November - March:	Instruction; material development, adjusting curriculum, class to students needs; working with other instructors
June - August:	Reflecting, summarizing my involvement in project, writing up my part of the final report.

Appendix 1

Management Survey Results

L.W.O.

RESULTS FROM INTERVIEWS CONCERNING COMMUNICATION PROBLEMS

IN WHICH AREA ARE THERE COMMUNICATION PROBLEMS?

	Maj. prob.		min. prob.		no	NA	Examples
1.Understanding job duties	3	2	1	4	0	4	1
2.Understanding instructions	3	4	1	3	0	3	2
3.Giving feedback	9	2	0	0	0	3	3
4.Following directions	4	3	1	1	1	4	4
5.Following production chgs	3	3	0	1	1	6	4
6.Following safety rules/ practices	1	1	2	3	5	2	8
7.Understanding work error	2	2	3	1	3	3	3
8.orrecting work error	2	1	3	1	3	4	2
9.Reporting problems	6	1	2	2	1	2	11
10.Understanding co. policy	8	1	0	2	1	2	21
11.Calling in sick	7	0	1	1	2	3	4
12.Asking for clarification	6	0	2	1	2	3	3
13.Understanding perform. evaluations	5	2	0	0	2	5	5
14.Understanding training for new jobs in co	4	1	2	1	2	4	1
15.Interacting with co-workers	6	2	0	0	1	5	13

Other - listed areas where communication is a problem
problems outside work which affect work
orientation
cultural difficulties
having backup for bilingual dept heads
leads giving training to other Limited English proficient workers
motivation and ownership (buying into company)
participating in discussion
difficulty in hiring process
paging - not understanding messages

Which forms do LEP workers have difficulty understanding or completing?

		examples
17. Time cards	3	
18. Production records	6	2
19. Written evaluations	6	
20. Job descriptions of promotions	7	13
21. Job training task check list	8	1
22. Safety check lists	6	
23. Other		3
Bulletin board	2	
newletter	1	
Job application	2	
W-4	1	
Vacation form	1	
Insurance forms	1	
Pay checks/stubs	1	

Which of the following solutions will help alleviate problems for LEP wkrs?

a. understanding and completing specific forms	4
b. EWP relating to specific job duties - past or future	7
c. heavy emphasis on oral communication	13
d. basic reading and writing skills	7
e. instruction touching on all of these areas	5

In which area would you like additional training or information?

a. cultural differences 8
b. techniques to communicate with LEP workers 10
c. skills to motivate and supervise a multicultural workforce 6
d. ideas to encourage more communication at work 8
e. other

Are you willing to participate in any of the following activities:

f. a buddy system 13
g. tutoring one on one reading and writing 6
h. share your expertise as supervisor of multi-cultural workforce 5
i. share information about your cultural backgrd. 3
j. be part of a curriculum advisory group 5
k. create illutrations for lessons 2
l. help take pictures to be part of lessons 1
m. be part of a video project 4
n. help in making of audio tapes 2

Interviewed - 8 department heads
1 head lead
other related to production 2
non production 3

Communication problems by priority based on the management questionnaire

If considering only the most major problems -

1. giving feedback
2. understanding company p[olicy
3. calling in sick
4. reporting problems
   asking for clarificatin
   interacting with coworkers
5. understanding performance reviews
6. following directions
   understanding training for new jobs

If considering both catagories of major problems

1. giving feedback
2. understanding company policy
3. following directions
   reporting problems
   calling in sick
   understanding performance reviews
4. following production changes
   asking for clarification

THe number of examples or concerns mentioned in different areas

1. understanding company policies
2. understanding job descriptions for promotions
   interacting with co-workers
3. reporting problems
4. following safety rules/practices

when looking at the results, it is also important to compare in each category whether it was perceived of as a major or minor problem. In all areas except four, more managers felt they were major problem areas. In two areas, safety and correcting work error, more managers felt these were minor problem or no problem. Managers tied in their opinions whether they felt following directions and understanding work errors, were major or minor problems.

	Major	Minor	No	NA/NO (not applicable or no opinion)
1. understanding job duties	5	5	0	4
2. understanding instructions	7	4	0	3
3. giving feedback	11	0	0	3
4. following directions	7	2	1	4
5. following production chgs	6	1	1	6
6. following safety rules/pract.	2	5	5	
6				
7. understanding work error	4	4	3	3
8. correcting work error	3	4	3	4
9. reporting problems	7	4	1	2
10. understanding co. policy	9	2	1	2
11. calling in sick	7	2	2	3
12. asking for clarification	6	3	2	3
13. understanding perf. evals	7	0	2	5
14. understanding training for new jobs	5	3	2	4
15. interacting with coworkers	8	0	1	5

READING AND WRITING

All new workers are given an orientation to the company rules and policies orally. For those who can read the company handbook these policies are reinforced in a written form.

All workers are given a copy of their performance evaluations which have been explained to them orally. They can respond with comments in writing and sign the evaluation stating that they understand it. The safety check list is also explained and they sign when they understand the rules and procedures.

Training is done by the leads, who refer to training checklists. For those who can read these, they are a valuable tool to clearly explain duties and could be used for reinforcement for the production worker as well.

The leads also must read simplified production reports to give directions to their workers. They also must fill out daily reports to be turned into their department heads.

All workers need to read the **job descriptions** for company openings which are posted on the bulletin board in order to take advantage of these opportunities. They also need to write a **short statement** presenting their qualifications for the position.

All company communication to workers is posted on the **bulletin board** in the lunch room or presented in the **company newsletter**. All workers are encouraged to "**fix it**" by giving suggestions for making things better or safer. They need to write their ideas.

All employees need to initially fill out an **application** and if hired fill out a **W-4 and insurance forms**. As an employee they may need to fill out vacation requests and accident forms. They need to read their **paycheck** and **pay slips**, which keep them updated on their vacation, sick days etc.

A variety of **safety signs** and **machine instructions or warnings** are present throughout the factory. **Labels and tags** are used to mark the various products.

According to the managers there are problems in understanding and completing especially in the following areas:

1. job training task check lists
2. job descriptions for promotions
3. production records
   written evaluations
   safety check lists

There were 13 comments concerning the problems of workers not being able to move up in the company. Some are unable to read the notices or write the required statement and therefore don't apply. More often, they are good workers but they don't have the reading and writing skills to handle the record keeping responsibilities of a lead, for example, or they don't have the oral communication skills to training, correct, report problems etc. which are also needed for lead positions. They also cannot move to other positions throughout the company because they are limited in their abilities to be trained in English. Since the pay scale for production workers tops at $5.67, a good production worker who lacks the oral communication and literacy skills is very limited in salary potential.

Appendix 2

Worker Language Assessment

Initial assessment

A. Social Conversation
Give encouragement - repeat if necessary

0 1 2 3

1. Good morning. How are you?
2. What is you name?
3. Please spell it.
4. Where do you live?
5. How do you come to work?
6. When do you start work everyday?
7. What department do you work in?
8. What is your job title?
9. Who is you supervisor ?

(information gathering needed to get a profile of workers - will grade but if worker cannot answer and you speak their language continue to gather information)

0 1 2 3

1. Where are you from?
2. How long have you lived in the USA? Portland?
3. How many years did you go to school?
4. Where did you go to school?
5. Have you studied English? Where? How long?
6. What work did you do before? (in your country or USA) 0 1 2 3 4 5
7. How long have you worked at LWO? 0 1 2 3
8. Do you like what you are doing? Why? Why not? 0 1 2 3 4 5
9. What other jobs do you want to learn at LWO?
10. What job would you like to have in 5 years?
11. Why do you want to learn more English?
12. What do you want to learn in English class?

b. Following Directions - don't give visual cues
(Ask the first two questions to determine which series you should use
If use more difficult list - add five points)

none/wrong	hesitant	good	(clarifies)
0	1	2	+

1. Please open the box.
2. Take out the staple gun.
3. Hand it to me.
4. Take out all the chips and put them on the table.
5. Count the chips.

6. Stack the chips.
7. Pick up five staples.
8. Sort them by size.
9. Put the staples between the box and the staple gun.
10. Put everything away.

or

If this is too difficult, try.....

1. Please open the box.
2. Pick up the staple gun.
3. Give it to me.

Identify the chips

4. Take out the chips
5. Count the chips
6. Stack the chips
7. Pick up 5 staples
8. Sort them by size
9. Put the staple gun next to the box
10. Put everything away

C. Describing immediate job

Assess ability to describe and explain immediate job.

1. Describe you job. (What do you do everyday in your job?)

0(unable to reply)1 2 3 4 5

Accuracy with structure and vocabulary
Pronunciation and intelligibility
Number of complete aceptable sentences

D. Explaining a familiar process (have some visual cues)

1. Tell me how to use the candy/food machine

0 1 2 3 4 5

Accuracy with structure and vocabulary
Pronunciation and intelligibility
Number of complete acceptable sentences

E. Repetition of sentences
Assuracy in spoken skills. Say sentences at a reasonable speed. Able to repeat one time only.

Poor	Fair	Good
1	2	3

1. Turn on the light.
2. My machine is broken
3. Can I borrow your banding cutters?
4. The department head wants to see you.
5. We need to work quickly and carefully
(extra if worker is advanced)
6. Turn left. Take the 1st door on the right.

F. Reading
(A reading sheet is needed. With a non reader note whether can recognize letters)

Not at all	Poor	Fair	Good
0	1	2	3

a. Bill will sit on the rug.
b. Ann can swim.
c. Tim fell on the rock.
d. Bob can use the forklift.
e. Ted will sort the lath.

1. You have a phone call from your wife. Please call her back.
2. Please see me before you go home today.
3. The company picnic has been changed to August 4th at Creston Park
4. (A sign) NOT AN EXIT USE ONLY IN CASE OF EMERGENCY

5. (Please explain the meaning of 1 or 4)

6. (Optional for stronger readers - choose at least one sentence from one of the sections of the LWO newsletter - continued on next page

FOOD AND DRINK UPDATE

We started out well but have slipped lately at keeping food and pop out of the work stations. You must leave these items in the breakroom if you don't finish them at break. If you take your break at someone's work station, be sure to throw away cups and wrappers before returning to work. Help LWO stay beautiful.

SAFETY COMMITTEE REPORTS

INJURY - ACCIDENTS:
On April 6th a worker shot his finger with a staple due to a broken safety guard on the staple gun. Always check safety guards before using any equipment. IF they are broken or missing, report it immediately.

G. Situations (to test social adequacy - a picture will help - if worker doesn't need to see picture to understand situation double score)

0 1 2 3

1. (warning) Your coworker is carrying a box and doesn't see the forklift coming. What do you say?

2. (respond to request) Your coworker invites you to have a been with other workers after work on Friday. How do you answer?

3. (showing you understand) The lead is showing you where to put the dull saw blades. You want to show him that you understand. What do you way?

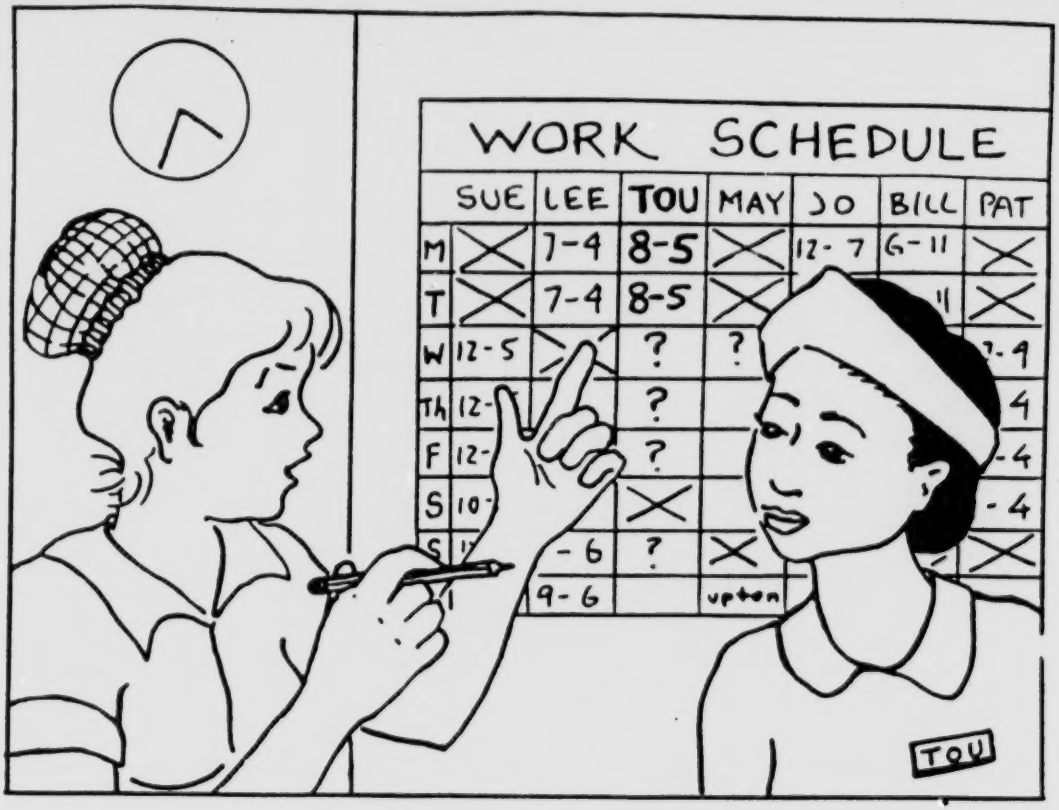
4. (Asking for help) You can't find the banding tools/safety glasses and need to know where they are. What do you say?

5. (asking for repetition) Your department head asks to talk with you after the first break about training on a new machine. You did not understand WHEN he wants to see you. What do you ask?

6. (Asking for clarification) The millwright is teling you wht you eed to do so thet your machine will work well, he speaks too quickly. What do you say?

7. (asking for help) The machine is not working well. You ask the lead/millwright to take a look. What do you say?

(5)



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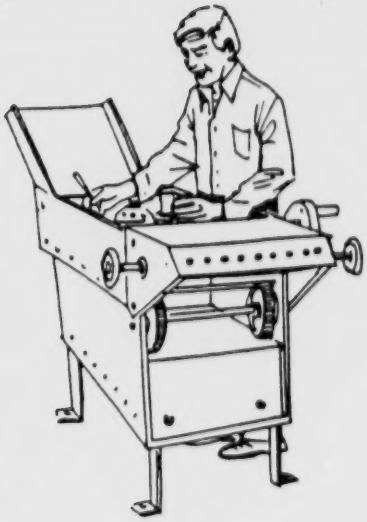

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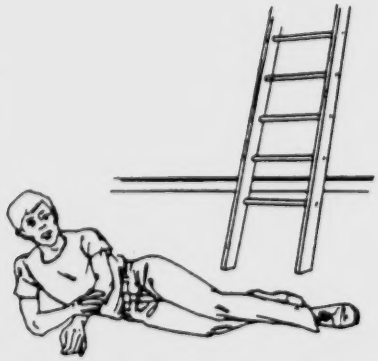

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STUDENT PERFORMANCE LEVELS — ABBREVIATED VERSION

0	No ability whatsoever.		
I	• Functions minimally, if at all, in English.	• Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	• A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.
II	• Functions in a very limited way in situations related to immediate needs.	• Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	• A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
III	• Functions with some difficulty in situations related to immediate needs.	• Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated.	• A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
IV	• Can satisfy basic survival needs and a few very routine social demands.	• Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated.	• A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.
V	• Can satisfy basic survival needs and some limited social demands.	• Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated.	• A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.

VI	• Can satisfy **most survival needs** and **limited social** demands.	• Can handle **jobs and job training** that involve following **simple oral and written** instructions and diagrams.	• A native English speaker **not used to** dealing with limited English speakers will be **able to communicate** with a person at this level on familiar topics, but with **difficulty and some effort**.
VII	• Can satisfy **survival** needs and **routine** work and **social** demands.	• Can handle work that involves following **oral and simple written** instructions in **familiar and some unfamiliar** situations.	• A native English speaker **not used to** dealing with limited English speakers can **generally communicate** with a person at this level **on familiar topics**.
VIII	• Can participate effectively in **social** and **familiar work** situations.		• A native English speaker **not used to** dealing with limited English speakers **can communicate** with a person at this level on **almost all topics**.
IX	• Can participate **fluently** and accurately in **practical, social, and work** situations.		• A native English speaker **not used to** dealing with limited English speakers can communicate **easily** with a person at this level.
X	• Ability **equal** to that of a native speaker of the **same socio-economic level**.		

Appendix 3

Curriculum

Curriculum - LWO - WORKPLACE LITERACY /EWP

PROBLEM AREAS

Currently many workers at LWO are not promotable or able to move to other areas from a crew made up primarily of their own ethnic group in which they communicate in their own native language. As we look at the critical tasks workers need to be able to master in the workplace, we see that as long as workers are working within their native language and doing work which is primarily based on oral language rather than "written" English, these workers seem to be able to successfully do their work. But, as soon as they are expected to use their English skills as their means of communication, then problems arise. There are also many situations in which critical information and technical explanations are not being passed on to workers. The management is not always sure what the production workers know.

The company management is planning to work with the department heads, who in turn will work with the entire production staff to begin to encourage the use of English throughout the plant as much as possible. At the same time they want to affirm the cultural diversity that exists among the work force.

INSTRUCTIONAL FOCUS- FALL

According to the survey of managers, a major problem area that they perceived was workers do not give feedback or clarify when instructions are given.

We have decided as a beginning point to look carefully at this most important communication transaction which is central to successfully performing any tasks on the line :

1. following directions
2. clarifying directions
3. giving directions
4. to give information to clarify instructions

The context for using these language functions will be in those critical situations

a. beginning of the shift - daily directions
b. changes during production
c. learning a new tasks; being trained
d. responding to safety concerns/rules/proceedures
e. responding to problems

Giving feedback in the form of clarification and acknowledging understanding or lack of understanding will be included.

By working on both understanding and giving instructions workers can play both roles of trainer and trainee, lead and line worker. This will promote more interactive, communicative exercises

Since LWO has experienced a number of layoffs since the initial assessments of workers and information gathering in the summer, the class now will be open to all levels. Students will primarily be grouped in two groups - upper intermediate and lower intermediate/ beginning. The teachers will structure learning activities to meet the needs of the different levels as much as possible. Interactive sessions of multi-level students will be essential.

CRITICAL TASKS

Workers come from all different departments - lattice, cutline, saw, paneling. Some workers have worked in different departments over the time they have been at LWO while others have worked in the same departments for a long time. Depending upon the work demands, the workers can be moved to other departments. Specific job tasks are currently being analyzed to further develop the context for communication/literacy for giving and following directions both orally and in writing.

We will also consult students concerning the tasks they feel are critical and which cause the most difficulty in order to involve students and respond to their needs. We will also determine tasks which have the most general interest to the students we are working with. For example, stacking of the various products in a job tasks which is common to all departments. Grading the wood for different production processes is

another task which is found throughout the plant with some variation There are also revisions of the grading policy currently being made so mastering these new tasks will be very important in all the departments.

GOALS AND OBJECTIVES.

The long term goal of the course is to see results in the following areas:

1. more movement between jobs(because workers feel more confident in themselves to learn new tasks); therefore more workers assuming more responsibility and applying for promotions.

2. more willingness of workers to try other jobs(because workers feel more comfortable interacting in English with workers of any ethnic/linguistic background)

3. leads can supervise multiethnic crews - using English to give directions

4. workers able to function in multi-lingual crews using English more frequently and depending less on bilingual staff for translation

5. more company personnel from all departments who can interact with non-native workers without the help of a translator

6. increase the use of English in the process of giving or following instructions either in training, due to changes, related to safety or following directions related to problem solving.

7. Bilingual staff is using less time translating

8. Workers more self sufficient - equipped with communication strategies in the communication process - especially giving-following-clarifying instructions of any kind

EVALUATION

Evaluation will be based on:

1. the floor sampling of workers - observing directions being given at beginning of a shift (department head and instructor)
2. initial assessment (oral interview)- including following directions
3. pretest given - listening,

* 4 students will answer questions concerning their progress
5 department heads and key managers will evaluate progress on individuals
* 6. post test will be given - listening, following directions ~~and cloze test~~
7. on the floor - give directions to same sampling and observing responses
* 8. instructors will give observations based upon ongoing assessment and progress of individual students.

* actually accomplished

BUDDY SYSTEM - Training for other workers in the company

Another objective we see as important is to increase the interaction with coworkers to build a more cohesive unified company. A buddy system will be introduced to accomplish this goal. Students will be paired with a native speaker or fluent English speaker to have conversation at least once per week on a variety of themes. In some cases there may be two non-natives matched with a buddy. The buddies will make notes on their observations from the beginning session in order to see changes and progress throughout the sessions.

The goals of this program are more specifically to:

1 increase the English communication between workers

2. increase the acceptance by fluent or near fluent English speakers of non natives using their English skills at work. This accepting, supportive attitude should encourage non-native workers to use their "passive" English skills as well as their newly acquired skills.

3. by breaking down the language barriers between workers at LWO the sense of team and company can broaden.

4. workers in the English in the Workplace classes can utilize what they are learning in class with their buddies.

Those workers who participate in the buddy system will have an orientation session to clarify expectations, to present some tips for facilitating communication, and to suggest themes or activities to get the converstation started.

A conversation resource book will be gradually developed for buddies. They can refer to the book for ideas to use for conversation with their buddy. Catagories such as cultural information, themes and activities, language learning etc. will be added to the book. Buddies will be encouraged to add ideas which have worked for them.

COMMUNICATION TO SUPERVISORS

Periodically the department heads and managers will be updated on the themes and activities in the class with suggestions for how to encourage the use of these new skills on the work floor. Tips will be suggested for ways to communicate more effectively with non-native workers especially in the area of giving directions or clarifying information.

Curriculum - First Cycle

Giving or Following Direction
Clarifying or giving information to clarify Directions
Giving Feedback

during training (learning new tasks or beginning a new job), beginning a shift, following production changes, following safety proceedures or responding to problems/corrections

*Grammar - structures

1. imperatives - positive or negative (give ... don't give)
2. prepositions of place, time, direction (on, under, near; before, after; towards, past etc.
3. form statements - affirmative or negative using be, using verbs in present tense
4. form questions - present tense (is this right? Do you want me to....?)
   Who, what, when, where, why (Who do I give this to?
   When does he....?)
5. adjectives - (heavy, light, jammed, high, low)
6. adverbs - (quickly, slowly, carefully)
7. Forming sentences using clauses (When you finish that then, go over there. If the staple gun isn't working , then replace it.)
8. ordinal numbers - (first, second..)

9 pronouns - subject and object (when he tells you, give it to them)
10 this, that, these, those
11 modals (can, should, must)

Context - Job Specific

In order to determine what specific context we should focus on, I looked at the range of work tasks which workers were involved with. Giving and Following Instructions; giving feedback etc. are given orally to production workers. Therefore any specific language related to these jobs could possibly be integrated into the lessons.

Departments
Lattice -
- -loading staples/replacing staple guns
- -feeding the lattice machine
- -cutting, checking and stacking lattice
- -redoing/repairing the lattice panels
- -banding units of lath
- -completing the written production report

Paneling
- -packaging infeed
- -operate the L sealing machine
- -shrinkwrap over outfeed
- -paneling stacking

Saw
- -lath grading
- -lath stacking
- -operating various machines such as alden, producto etc.

Cutline
- -cutting and grading wood
- -stacking

Forklift
- -operating the forklift
- -labeling units of LWO products
- -moving various units of LWO products in yard

Proposed
Themes/topics

Names/Titles - Who is who in the company
Developing a common company context
LWO products
Wood types
Machines/Equipment
LWO process

Mapping the company - Departments and locations
Giving Directions within the plant
In case of fire.... Go ..

Following directions in relation to equipment; company locations, employees

Modeling giving and following directions
Strategies for clarifying
Using familiar tasks
Using selected workplace tasks
Trainer-Trainee roles

Applying this to workplace in more depth/more technical context

Applying to common tasks to different departments
stacking
grading
tending a machine
banding a load
production reports

Actual Themes/topics - I wanted to follow the general outline, but be flexible. Integrated appropriate grammar lessons; problem solving

BASIC COMPANY CONTEXT
Introduce self by name and title and department
Names of basic machines and LWO materials
Describe locations of each department, materials

Form questions - Answering Questions

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Basic actions related to the duties in tasks performed in different departments

Basic productions and process in LWO production

GIVING AND FOLLOWING DIRECTIONS
In a series of commands related to familiar job tasks
In a series of commands in a common activity
Related to safety instructions
Related to safety problems for various machines at LWO
Related to general safety clothing
Lifting moving and stacking properly
Wrapping a package/ Adding a rack

MODELING A GOOD TRAINER AND A GOOD LEARNER
Giving a series of instructions step by step
Checking for comprehension
Anticipate problems

Learning a new task
Listening carefully, asking questions, giving feedback
The three Step - let me show you; lets do it together; I'll watch you do this

STRATEGIES TO GIVE FEEDBACK
Ask questions
Notice inflection
Ask for feedback or assurance
indicate understanding
Ask for demonstration
clarifying unfamiliar vocabulary/terms
Breaking down instructions

PERFORMANCE REVIEW

READING INSTRUCTIONS
Newsletter examples
Quality of Product
Safety concerns
Training Lists
Safety Lists

WRITING INSTRUCTIONS

Safety suggestions
Memos to other workers
Taking notes as directions are given

MATERIALS USED

Created customized materials - specifically for training

Expressways Levels I
Speak Up at Work
English for Your First Job
Grammar in Context
Grammar in Action
ESL for ACTION Problem Posing at Work
Lets Work Safely! English Langauge Skills for Safety in the Workplace
Beginning Listening Cycles / adapted to LWO vocabulary
Task Reading
Working Culture
Working in the United States

Applications of Reading Skills

Vocabulary
*recognizing comon works and meanings, task related workds with technical meanings

Literal Comprehension:
*Identifying factual details, following sequential directions to complete a tasks, determine the main idea of a paragragh or section

Location Information within a Text:
*Using a completed form to locate information to complete a task

Comparing and Contrasting:
*Identifying similarities and differences in objects

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-Determining the presence of a defect or extent of the damage

Recognizing Cause and Effect:
*Selecting appropriate couse of action in emergency

Inferential Comprehension:
*Determining meaning of idiomatic or technical usage of terms, using context clues as reference.

Applications Writing skills

Production;
Writing key technical words accurately on forms
*Spelling task related works and abbreviations correctly

Information Transfer (Single Step/Source)
*Entering Appropriate information onto a form
*Recording essential information that involves more than one sentence.
*Recording essential information in phrases or simple sentence formed accurately and precisely

CLASSROOM ACTIVITIES

Listening:
- a) listening comprehension, T/F, either /or, short answer
- b) listening actively to series of tasks - increasing the difficulty or commands in series, scope of tasks, utilizing levels of job specific vocabulary
- c) listening to taped instruction, questions, dialogues, explanations (use workers to do tapes if possible)
- d) listening to simulated work situations to identify problem areas,

Speaking:
- a) explaining to another student how to do something
- b) asking questions to clarify information
- c) acknowledge understanding or lack of understanding
- d) role plays to simulate real contexts for communication
- e) pronunciation exercises
- f) problem solving/decision making in groups
- g) discussion/interaction

Reading:
- a) reading chart of codes of LWO products
- b. basic work related vocabulary
- c) job training check lists - to reinforce directions or as a guide for training or supervising others
- d) safety signs, warnings, labels
- e) work related material which describes situations, poses problems, reinforces oral communication
- f) decoding skills - introduction or review / key vocabulary
- g) job descriptions

Writing:
- a) filling in codes, types of wood etc.
- b. writing abbreviations
- c) filling in forms as directed
- d) writing as reinforcement to listening, speaking, reading
- e) writing responding to listening of directions

Appendix 4

Buddy System

The Buddy System

Purpose:

The purpose of the buddy system is:

1. to encourage communication using English in the workplace
2. to support workers in their efforts to use English
3. to share information and experiences
4. to increase understanding of cultural diversity
5. to enjoy co-workers
6. to support workers who are participating in workplace literacy classes
7. to assist native English speakers to become more skilled at communicating with persons learning English

Rationale:

In the LWO workplace due to the noise level, the use of masks and earplugs, casual conversation or exchange isn't very easy except during lunch and breaks. In addition, usually only the most assertive workers engage in conversation with English speakers or with workers outside their ethnic or language group. More commonly Limited English Proficient workers carry on conversation in their native language. In order to give workers an opportunity to practice English and to broaden their association with fellow workers, the Buddy system was created.

Setting up the system:

LEP workers who were registering for the workplace literacy classes at the intermediate level were asked if they wanted to have a buddy. Information about the Buddy system was given to the native English speaking workers; production, office and management. They signed up to participate. Participants in the Intermediate class of the Workplace Literacy Class were asked if they wanted to participate. Twelve showed interest.

The Instructor matched the two sets of workers and communicated to each person the name of their buddy. Some consideration was given in terms of compatibility, language level, personality etc.

The native English speaking buddies who were available met for a general orientation to discuss what was involved and how they might communicate more effectively. Some simple forms were given to keep track of the sessions. It was left up to the buddies to initiate contact with their partner and to set up times and places to meet. Some materials was offered to give ideas for discussion topics.

After 6 weeks the instructor called another meeting to check with the buddies who were available during lunch time. Additional materials were provided regarding themes for conversation and information about language acquisition. Buddies discussed their experiences.

Evaluation:

Evaluation forms were sent to both the LEP buddies (a simple form) and the native English speaking buddies.

Native English speaking buddies felt it was useful to meet to discuss their experiences.They reported a better feeling between workers and greater confidence in the use of English. In a few cases the experience was awkward.

Twelve pairs of buddies were set up. Ten pairs of buddies actually met with average number of sessions at 4. The # of sessions ranged from 1 to more than 8 within the 10 week period.

The Limited Proficient workers didn't give much feedback. We should have had a session with LEP buddies with translation available to get their opinions or talked with each person individually.

Dear ,

Thank you for participating in the LWO buddy system. The first session officially begins the week of January 7th through March 1st.

Enclosed are:

1) a data sheet which we need to have on anyone involved in this project(please return to Cathy)

2) orientation materials (which for some of you is review)

3) some tips to get started

4) some materials from the P.C.C. volunteer handbook

5) a simple record keeping form which you can turn in to Ann Schneider after 8 weeks.

Your buddy is _____

Please contact him and set up your first meeting time.
After these 8 weeks, you will have a chance to sign on again or to stop your volunteering. We will have a meeting for all buddies at the end of the 8 weeks to debrief and share stories.

If you have any questions or concerns check with Ann Schneider at 252-0758 or Richard Cambell at 256-3430.

Sincerely,

Buddy Lists - as of February 27, 1991

Sandra Rex - A Hin Saechao
Ted Mick - Armando Jara
Sheryl Grim - Yao Hok Saeteurn
Glen Mick - Ignacio Diaz
Steve Cameron - Jose Sanche
John Flores - Enrique Garcia
Kathi Faulkner - Yao Ian Saechao
Jim Danberger - Augustin Ambriz
Ed Aurell - Santos Sanchez
Paul Anderson - Ying Seng Saechao
Tim Fisher - Tomas Sandoval
Shawn Mick - Leobardo Catalan

Lewis Turnage(no longer at LWO) - Enrique Rodrigues Salgado -

BUDDY SYSTEM - LWO Workplace Literacy

Objective: to encourage communication in English
to support workers in their efforts to use English
to share information, experiences
to increase understanding of cultural diversity
to share information about one's own culture
to enjoy co-workers
to support what workers are learning in workplace literacy class
to become more skilled at communicating with person learning English

Commitment: meet with your buddy once a week for at least a half an hour for conversation - at lunch, after work, before work (initially you may feel that 15 minutes is long enough.... but as you both feel more comfortable the 30 minutes will go by quickly). Workplace literacy classes are held 1:30-3:00 (swing shift) and 3:00 - 4:30 (day shift) Tuesday and Thursday. Please don't schedule your time with you buddy during these hours.

- keep track of the time you spend
- record briefly comments concerning experience

CONVERSATION

The workplace literacy teachers will offer ideas for keeping the conversation going week to week. Use these ideas if they seem appropriate. Activities such as playing a game of cards or teaching your buddy how to do something are valuable because you use "real" language.

A conversation idea book will be put in the office. You can read through it for ideas to use with your buddy. We will also compile some more ideas for each of the buddies to get started.

-Try to communicate clearly, at a normal pace.
- Avoid slang. Be conscious of the way you speak.
- Simplify, but be real.

For example : how could you rephrase this ?

I was wondering if you ever like to play cards? ---
Do you play cards? (get the main point across)

You have had alot of car trouble, haven't you?
Do you have car trouble? (tag questions are difficult for beginners)

Acceptance:

You should be accepting and encouraging so that your buddy will use the language without fear of being laughed at.. and gradually the language becomes more clear and understandable. The point is to communicate. - to send a message and for a person to receive the message. A message, a thought, idea or a feeling, can be communicated in a rough form.. or a very articulate form. As you work with your buddy you will also become more "tuned in" to his pronunciation and use of English.

In order to learn English as a second language the person needs to have an "English" environment, to become accustomed to the sound, the patterns in a meaningful context. You are helping create this "environment". .

Suggestions: Initially think about a theme for the conversation. You can suggest it a week ahead so that your buddy is thinking about it, for example - the family. You could both bring pictures of your own family. You can help your buddy expand his vocabulary. He may not know how to talk about uncle or cousin.

Draw pictures, use illustrations etc to try to get your point across. and have fun trying to get the communication going.

It is like playing a ball game you throw the ball and the ball is returned. In a conversation especially if the 2nd language learner is shy or at a beginning level the exchange may not be so active, but as time goes by messages will be passed back and forth more easily Like in a game this takes practice.

If you have any problems or concerns talk with either Ann Schneider (252-0758 days if not at LWO) or Caryl Waters.

THEMES - Areas to explore with your Buddy

Here are some possible ideas to get you started

1. **Family** - Learn as much as you can about each other's family
Bring pictures to share. Ask questions. Tell stories about times you have spent with family members. Each make a family tree as a starting point for introducing your family to your buddy.

How do you spend time with your family?
Who lives in the family? grandmother/grandfather? etc.
Who takes care of the children?
Who is a favorite relative? Why?
What work did you father/mother etc. do?
How has life changed from native country to the USA?
What is important to teach your children?
What language do yo speak at home with your family?

In some cases family members may still live in the native country. Families may have suffered alot from a war or from living apart. Family structures have changed for example if older family members speak less English than younger children, it changes the role that children may play because they are often translating for their parents or grandparents. Talking about the family then, may bring up positive as well as negative feelings.

2. **Customs/ Holidays**
Bring pictures of special holidays which you celebrate.

Do you and your buddy celebrate the same or different holidays?
How and why do you celebrate these holidays?
What do you wear? What food is prepared? What happens?
Do you celebrate birthdays? How?
How do you celebrate a wedding? a birth?
How dyo you choose a name of a new child?

3. **Interests**
Share a hobby or special interest. Teach your buddy how to do something. Teach each other a new game. Play the games together. Invite some others to join you in the game.

Do you like to fish? What kind of tackle do you use? Where do you go fishing?
Do you like to play checkers? cribbage? a sport?
Can you build cabinets or shelves? Do you like to build model airplanes?
What did you do in your home country in your free time? Can you do that here?
Do you ever go hiking? Where?
Can you play a musical instrument? Can you teach me a little about it?

4. Food/Markets

You can bring different foods to share or taste. You can talk about how food is prepared. It is best to demonstrate if you can. Share recipes and try to make a new dish at home. Pictures also are great to share.

What American food do you like? not like? Why?
What food do you miss? Can you buy food products from Laos? Mexico? Guatemala? Ethiopia?
In the home country how did get food? (farming, markets, bartering etc?)
What food is expensive and hard to get back home?
If you grew your own food, what farm tools and equipment did you use?
How much land did you have?

5. Current events

Bring a picture from the newspaper or magazine. Talk about the picture. What is happening? How do you feel about this event? This could actually be a contraversial picture or just a very interesting picture. Also the Oregonian now carries a literacy page weekly for adults who are mastering their reading. These articles about current news are written at a simpler level. You could read these together.

At times in our local newspaper there are articles about some of the home countries of your buddies or their ethnic communities here in Oregon. If your buddy is at an intermediate level or above, you could talk about these articles. There are also some bilingual newspapers. You and your buddy could read the article in your own language and then share views.

6. Travels/Journeys

Each of the workers who has come from another country has a story to tell about the journey to the USA. In some cases it may have been dangerous. Laotians have often traveled to Thailand and then to the United States. Ethiopians usually went to the Sudan or even Italy before coming to the USA. Workers originally from Mexico or Central American may have traveled to many places in the Americas. Bring a map and chart out the journeys.

When you came to the U.S.A., how did you get here?
Was it easy or dangerous?
Who came with you?
Why did you leave? What was the situation in your home country?
What did you think about your new country at first?
Where have you traveled in Oregon? the USA? the world?

Bring some of your pictures from trips. You buddy may be very interested in other parts of the United States or even Oregon. You could help them plan a vacation to new places. Even learning about places in the Portland metro area could be fun.

If you could go on a vacation next summer, where would you go?
What do you want to see in the USA?
Do you plan to go "home" sometime?
Have you ever visited _____?

7. Native Language

This is your chance to learn a few words from another language. People are always pleased when you show interest in their language. It shows interest in them.. their heritage.. their identity.

How do you say Hello..... in Tigrinia/Spanish/Mien/Lao ? (or whatever language your buddy knows)
How do you write _____? What letters do you use?
Can you write other languages such as Chinese?
How many other languages do you speak?
How is your language different than English?

Develop a list of LWO words such as staple gun, wood, forklift or safety warnings such as get out of the way or watch out.... in a different language. If you struggle to pronounce new words and to remember new vocabulary and find it challenging, it may help you understand and give support to your buddy when he is trying to express himself in his non-native language... English. If you have never studied another language, it is really difficult to put yourself into the position of someone who must now use a new language as an adult.

8. L.W.O. /Work

You can talk about all kinds of areas of work at LWO itself... from the equipment to problems on the job, policies to the newsletter. In the classes this is the focus of all the instruction, so it is valuable for the "students" to have a chance to use what they are learning.

Do you like working here?
What do you do in your job?
How long have you worked at LWO?
What department do you work in?
What other things do you want to learn?
What do you think about the new grading ?
What work did you do before?
Have you ever used a _____?
Have you ever used lattice to build fences?

These are just a few ideas.. You can check the idea book in the office for other ideas. (ask CATHY) If you have an idea to share, write it up and put it into the book. Maybe other pairs of buddies could benefit from a game, a idea you used to keep the conversation going.

Remember, if you want to find out if your buddy is understanding, DO NOT ASK - DO YOU UNDERSTAND? Try to ask a questions to check if he understood. For example, after you explained a game or how to do something, ask your buddy to show you what to do or to repeat back the steps. Or if you were talking about your family, you could ask your buddy something like..... "How many brothers do I have".....

The objective of the buddy system is to generate as much conversation as possible so that the non native buddies can use English that he already has learned as well as listen and make efforts to comprehend normal conversation. Communication is achieved by pictures, drawings, mime and as much oral exchange as possible.

If you have any questions or concerns, contact Ann Schneider at 252-0758 days when not at LWO or Richard Campbell at 256-3430 when not at LWO. Instructors are at LWO on Tuesday and Thursday afternoons 1-5.

HAVE FUN WITH YOUR NEW BUDDY!!!!

RECORD KEEPING - BUDDY SYSTEM LWO - JAN 7 - MARCH 1st 1991

Your name _____

Your buddy's name _____

Number of conversation sessions - mark off with an X

1 2 3 4 5 6 7 8 9 10

Make any comments concerning your experience, topics, changes you notice in your buddy's communicaton or your ability to understand , areas of concern.....

Session # _____
Comments:

Session # _____
Comments:

Session # _____
Comments:

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Session #____
Comments:

Session #_____
Comments:

Session #____
Comments:

Session #____
Comments:

HIERARCHY OF QUESTIONS
from easiest to more difficult

1. Do you like tacos? (yes/no)

2. Do you like tacos or enchiladas better? (Choice: this or that)

3. Where can you get a good taco? (Wh-question)

   What is in tacos?

   How much does a taco cost?

4. Why do you think tacos are so popular in America? (Why-question)

Do try to get learners to reach the "why" question, but be prepared to answer it yourself.

TIPS FOR TALKING WITH ESL STUDENTS

Don't focus on the language.

Instead focus on the meaning of what is being said. If communication is your goal, have activities planned that get your student talking about something that is important to her/him.

Anything that helps communication "goes".

Pictures, games, field trips, food . . . . .this is your chance to be creative.

Don't worry about errors.

Focus on communicating - not error-free speech.

Laugh a lot!!!!

Humor eases a tense situation and makes language learning much more fun.

Try to be quiet. Wait at least 5 seconds after asking a question.

This is tough because in our culture we are uncomfortable with silence. Don't do all the talking.

Teach your student to ask questions.

Let the student control the conversation.

Don't speak more loudly.

Try to speak more distinctly and slowly.

Try rephrasing.

If a student doesn't seem to understand, rephrase and repeat.

Ask students what they have understood.

Use what was understood as a base for rephrasing what was not understood.

Don't be afraid to tell students you don't understand.

Tell what you have understood and where you got lost. Ask clarification questions.

Go from known to unknown. Simple to complex.

Focus on interests the student has.

Students are encouraged when you take an interest in their country and culture. Cultural comparisons are fascinating and instructional.

VISUAL AIDS AND ACTIVITIES FOR CONVERSATION

WHAT IS THIS?

How can we ensure understanding, convey meaning, and break the barriers to communication?

(Answer) Select visual aids and activities which provide:

REALISM - if the real object is not available, get a photograph showing the object in context, even drawings in context are better than an isolated object.

CONTEXT - show the object or do the activity within the normal circumstances which surround it.

Selection of Visual Aids

PICTURES - Look for photographic quality, color, and good size.
- Look for pictures which show people in a variety of circumstances.
- Look for pictures that tell a story - the answers to questions WHO, WHAT, WHEN, WHERE, HOW should be obvious in the picture.

PHOTOGRAPHS - Look for good quality, color, good size, people and a story.

NEWSPAPER ARTICLES - Look for illustrations such as photos, graphs, charts, etc. which accompany articles or tell a story by themselves.

MAPS - Look for maps of the world, the U.S., Oregon, your community and your student's country. Maps are best in color and of a good size.

CARTOONS - Look for quality of image, color, and size. Most important is to avoid racist, sexist stereotypes often found in cartoons. Also avoid idiomatic expressions unless you are teaching idioms.

CHILDREN'S BOOKS - Look for classic stories with high quality pictures.

TO: All Native English speaking buddies
FROM: Ann Schneider
RE: Meeting - March 6th 11:30

How are you enjoying your conversation times with your buddy? Have you been able to develop rapport? Are you getting a little more used to your buddy's pronunciation and communication style? Are you finding there is more give and take after a few sessions? Is it frustrating sometimes? Are you developing some skills and strategies to facilitate better communication?

We are planning a time for all of you to gather to discuss how things are going, your experiences and any problems which you have had. We will also go over the record keeping which needs to be turned into Cathy by March 14th. Can you bring your lunch and meet us in the conference room **Wednesday March 6th at 11:30?** If we can get started right at 11:30 we should be able to get alot accomplished during the lunch time. If you have any questions, talk with Steve Cameron. If you can't make it, also let Steve know.

I am including some other ideas for conversation to keep you going.

THEMES - Further areas to explore with your buddy

1. **Health and Exercise**

There is so much discussion these days about how to live a healthy life style... Discuss with your buddy what that means.

Is smoking really a health problem? What do you do for exercise ?(working at LVO probably takes care of that doesn't it?)
What is a healthy diet?
Are Americans overly concerned about health and living a youthful life?
What is old?
What are some of the more traditional cures for common ailments?
Ask about "coining" which is a tradition in SE Asia for some ailments.
What herbal remedies are used even today?
What ideas does you buddy have about staying young.

2. **Shopping**

You may want to bring the "SALE" or bargain section of the paper to check over with your buddy. You can do some comparison shopping for whatever... tents, boots, furniture etc. Your buddy may have some genuine questions about purchasing something.

Does your buddy buy on sale or go to discount shops.?
What things are not of interest at all? What things does your buddy want to buy?
How does one buy a car? Check out the want ads and discuss the pros and cons of buying from the paper or from a dealer.

3. **Community Events**

What is coming up.? Again check the newspaper and see what is coming up especially that is for a minimal charge.
What music events are coming up? Are there any special events for Cinco de Mayo.. for St. Patricks day... for Celebrations of any kind?

What community groups is your buddy involved with?
How does he get information about events?
What kinds of community events are coming up that he knows about?
In his home country, what were common community events?

4. **Education and Careers**

Talk about the different education systems.
Look over one of the community college catalogues together.

How did children learn in your buddy's home country?
Was there alot of memorization?
If your buddy has gone to school in the US, how was that different than at home?
Should adults go to school? Is that common in the native country?

What education is necessary for careers of interest to your buddy?
What kind of education and careers do your buddy's children want to pursue? Is you buddy supportive to their children's goals?
How does education make a difference in job possibilities?

5. **Upcoming Spring Holidays**
Remember that St. Patrick's Day is coming up. as well as ..Passover, Easter, Ramadan.. many religious holidays of new life..
Chinese New Year just passed.. which was the date of Mien New Year.
Cinco de Mayo and Mother's Day are not that far away.

Share how you and your family celebrate these days?
Does your buddy participate in any of these? How?
How are holidays celebrated in the home country in comparison with in the USA?

6. **Gestures and non verbal communication**
Compare which gestures are used and what they mean. (see the attached). In some countries gestures we may use, may be entirely misunderstood or even obsene.

7. **House and Home**
Bring a picture of your house or apartment.

Why did you choose that neighborhood?
What do you like about your house.
Do you own it?
How is the space used?
What kind of furniture is seen as essential by your buddy?
How does your buddy's current home or living arrangement compare with their native country?

8. **Gardening**
Spring is a great time of year to share gardening tips.. if that is a mutual interest.

Do you have space for a garden?
What will you plant? Any tips to share about making the garden a success?
What did your buddy grow in his home country?
Did he or his family do their own farming?
What kinds of tools and equipment were available.
How can lattice be used to enhance the garden and deck? Share some of the design ideas that are possible so your buddy sees how these products are used.

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9. **Politics and American Government**
Some of your buddies may be in the process of becoming citizens, others may have questions as to what goes on at the city, state or the national level. They may have questions about particular people or particular events which they hear about. They may have their own impressions about different branches of the government because of the personal experiences they have had.

In an election year it is always good to talk about some of the issues which are to be decided by the voters. Any pro and con discussion is healthy and usually motivates good discussion.

10. **Music**
Bring tapes you like. Take turns listening to them and talking about the music. Find out more about the indigenous music or native music from your buddy's home country. Introduce your buddy to a variety of music styles and performers. There usually are some interesting stories that go along with the music.

11 **Solving Problems**
Brainstorming to solve real problems is always a good way to expand language. Ask your buddy for advice about a particular concern. This will encourage your buddy to share some of his concerns.
The closer you get to real issues, concerns and subject areas which your buddy has feelings and opinions about, the more involved he will become and the more motivated to participate.

How do people learn a second language?

Students acquire language most quickly when language is made "comprehensible". Just like in the learning of a 1st language, 2nd language learners need " **sufficient comprehensible linguistic imput**" so they can begin to make sense of the language (Krashen 1981) The notion of comprehensible imput suggests **an environment rich in natural rather than formal language**... where the focus is on communicating a real message for a real purpose.

Anxiety can inhibit the acquisition process by blocking imput.. so this suggests that optimum acquisition takes place in a **non threatening-stimulating** environment when a person can feel motivated and self confident in using the new language and to communicate with others.

What does all this mean?

That anything you can do to encourage,support and affirm the learner will help him build up confidence and courage to use the language he already has acquired .Also, for someone to begin to acquire another language he has to be exposed to alot of it... " anenvironment rich in natural language". If he is relaxed, he will be able to receive and listen more effectively, and therefore make more sense of the language and learn more quickly.

Children are listening to their first language for hours and hours before they ever produce a word. They can comprehend and follow complicated instructions before they ever can produce a phrase. Adults go through some of the same phases of language learning. They go through a comprehension phase, an early production phase in which they can only utter words even through they may be able to comprehend and follow detailed instructions. Then Speech emerges and eventually they develop language fluency. This process takes time.

The more natural the communication is, the better. If you are trying to get a real message to a learner in a real context, or vice versa, which is what happens daily at the work site, the 2nd language learner is being exposed to "comprehensible imput".

LESSON 1: WHAT IS A GESTURE?

In your home country, what gesture do you use to:

1. call the waiter.
2. say "come here."
3. ask someone to wait and not interrupt until you are off the phone.
4. show agreement with something your supervisor is saying.
5. show disagreement with something someone is saying.
6. show that you can't hear the speaker very well.
7. show that you don't know or understand something.

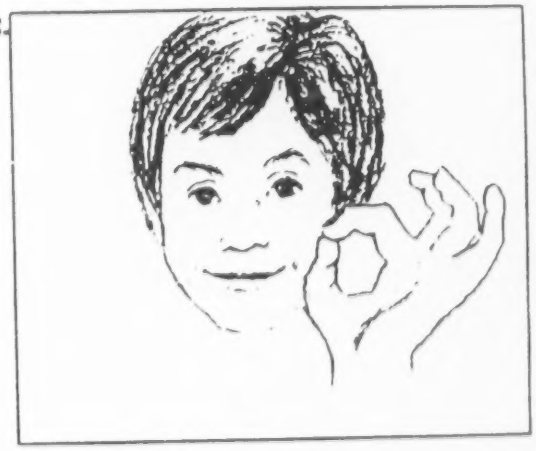
Make a gesture for one or two of these ideas. Does the gesture have the same meaning for your classmates? Do you think the American gesture is the same as the gesture in your country?

What Do These Mean to You?

Did you or your friends use any of these gestures in your home country? If yes, do you think they have the same meaning in the United States?

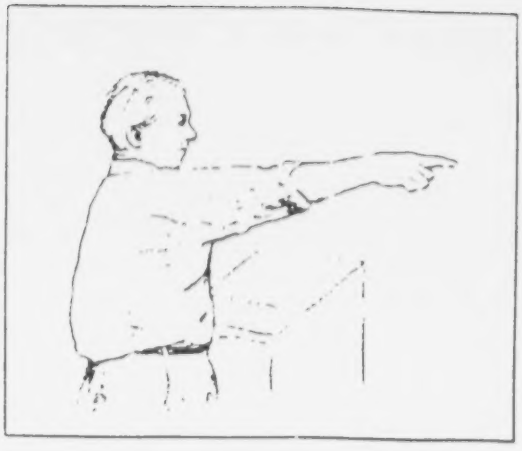
1.

2.



3.

4.



5.

6.

7.

8.

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9.

10.

11.

What Does the Teacher's Gesture Mean?

Your teacher will make a gesture. Look at the meanings below.

1. I mean *you*.
2. I understand, I got it. OR I'm cool, I'm special.
3. O.K. Right. We did it. Everything is fine.
4. I'm angry at you.
5. I'm talking about money.
6. I'm hoping for good luck.
7. That person is crazy.
8. That's no good. Not O.K. We didn't do it.
9. I don't know. OR I don't care.
10. I mean *me*.
11. That person is very smart, intelligent.
12. I'm trying to be friendly with you. I want you to be O.K.
13. I'm proud of myself and I did an excellent job.
14. That's good. We did well.

Appendix 5

Student data

Skill Builders Learner Data

The basic information was gathered by workers in the late summer and early fall, therefore the length of time working at LWO or the age is all based on the fall of 1990

The comments and other data were gathered, compiled in the summer of 1991.

A more complete description and evaluation could be made available. This is the information requested by the Northwest Regional Educational Lab for their report.

Skill Builders Learner Data

Social Security Number
Student's Name
Age **32**
Sex **Male**
Ethnicity **Hispanic**
ESL Status **Yes**

Job Position/Title **Production Worker/ Lead Packaging**
*years with company **1**
*years at present position

Last grade completed in School **6 years**
Previous Adult Education **6 months**

Attendance # sessions (each sesson was 1 1/2 hours) **18**
Participated in Buddy System Y/N # of sessions **1**

Assessment
Screening SPL (Student Performance Level)
Pre - **5+**
Post **6+**

Skill Builders Learner Data

Social Security Number
Student's Name
Age
Sex Male
Ethnicity Hispanic
ESL Status Yes

Job Position/Title Grader in saw department
#years with company 1 month
#years at present position

Last grade completed in School
Previous Adult Education

Attendance # sessions (each sesson was 1 1/2 hours) 3
Participated in Buddy System Y/N # of sessions

Assessment
Screening SPL (Student Performance Level)
Pre - 4
Post 4 (New employee - didn't attend enough sessions to see significant differences)

Skill Builders Learner Data

Social Security Number
Student's Name
Age 29
Sex Male
Ethnicity Hispanic
ESL Status Yes

Job Position/Title Department Head - Packaging
#years with company 2 years
#years at present position 3months

Last grade completed in School 16 +
Previous Adult Education Studied English 2 years
Classes in first aide, supervision training

Attendance # sessions (each sesson was 1 1/2 hours) 12 (not always able to attend full sessions because of his duties.
Participated in Buddy System Y/N # of sessions

Assessment
Screening SPL (Student Performance Level)
Pre - 6+
Post 7

Skill Builders Learner Data

Social Security Number
Student's Name
Age 23
Sex Male
Ethnicity Hispanic
ESL Status Yes

Job Position/Title Production worker/ Alden 2 helper (Saw Dept.)
#years with company 3 months
#years at present position 3 months

Last grade completed in School 10 years
Previous Adult Education 6 months English

Attendance # sessions (each sesson was 1 1/2 hours)
Participated in Buddy System Y/N # of sessions

Assessment
Screening SPL (Student Performance Level)
Pre - 4
Post 5

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Skill Builders Learner Data

Social Security Number
Student's Name :
Age 22
Sex Male
Ethnicity Hispanic
ESL Status Yes

Job Position/Title Grader in Saw Dept / promoted to mach. operator
#years with company 7 mo
#years at present position 7 mo

Last grade completed in School -
Previous Adult Education -

Attendance # sessions (each sesson was 1 1/2 hours) 6
Participated in Buddy System Y/N # of sessions

Assessment
Screening SPL (Student Performance Level)
Pre - 5
Post 6 (actually as I worked with him, I felt the initial screening was too low)

Skill Builders Learner Data

Social Security Number
Student's Name
Age 39
Sex Male
Ethnicity Mien
ESL Status Yes

Job Position/Title Lead/ Lattice Department
#years with company 3 1/2 years
#years at present position -

Last grade completed in School 5 years
Previous Adult Education 8 months English

Attendance # sessions (each sesson was 1 1/2 hours) 3
Participated in Buddy System Y/N # of sessions

Assessment
Screening SPL (Student Performance Level)
Pre - 5 +
Post - 5+ (Didn't attend enough sessions to see change)

Skill Builders Learner Data

Social Security Number
Student's Name
Age 35
Sex Male
Ethnicity Mien
ESL Status Yes

Job Position/Title Backup Department Head/ Lead Lattice Dept.
#years with company 5
#years at present position

Last grade completed in School
Previous Adult Education

Attendance # sessions (each sesson was 1 1/2 hours) 3
Participated in Buddy System Y/N # of sessions

Assessment
Screening SPL (Student Performance Level)
Pre - 6
Post 6 (Didn't attend enough sessions to see change)

Skill Builders Learner Data

Social Security Number
Student's Name
Age 41
Sex Male
Ethnicity Mien
ESL Status Yes

Job Position/Title Department Head - Lattice Day shift
#years with company 9 years
#years at present position 5 years

Last grade completed in School 6 years
Previous Adult Education 4 years English

Attendance # sessions (each sesson was 1 1/2 hours) 17
Participated in Buddy System Y/N # of sessions

Assessment
Screening SPL (Student Performance Level)
Pre - 7
Post 7+

Skill Builders Learner Data

Social Security Number
Student's Name
Age 29
Sex Male
Ethnicity Mien
ESL Status Yes

Job Position/Title Lead Lattice Department
#years with company
#years at present position

Last grade completed in School No school in Laos
Previous Adult Education 10 months - PCC

Attendance # sessions (each sesson was 1 1/2 hours) 4
Participated in Buddy System Y/N # of sessions Matched for a buddy but chose not to participate

Assessment
Screening SPL (Student Performance Level)
Pre - 5
Post 5 (Didn't participate enough to see any change)

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Skill Builders Learner Data

Social Security Number
Student's Name
Age
Sex
Ethnicity
ESL Status

Job Position/Title
#years with company
#years at present position

Last grade completed in School
Previous Adult Education

Attendance # sessions (each sesson was 1 1/2 hours) 3
Participated in Buddy System Y/N # of sessions

Assessment
Screening SPL (Student Performance Level)
Pre - 1
Post *didn't attend enough to show change*

Skill Builders Learner Data

Social Security Number
Student's Name
Age 29
Sex Male
Ethnicity Hispanic
ESL Status Yes

Job Position/Title Lead Alden 2 - Saw Department
#years with company 1 year
#years at present position 3 months

Last grade completed in School 13
Previous Adult Education English in High School

Attendance # sessions (each session was 1 1/2 hours) 18
Participated in Buddy System Y/N # of sessions

Assessment
Screening SPL (Student Performance Level)
Pre - 4+
Post 5+

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Skill Builders Learner Data

Social Security Number
Student's Name
Age 19
Sex Male
Ethnicity Hispanic
ESL Status Yes

Job Position/Title Production Worker - Lattice Department
#years with company 8 months
#years at present position 8 months

Last grade completed in School 7 years
Previous Adult Education 6 months ESL

Attendance # sessions (each sesson was 1 1/2 hours) 11
Participated in Buddy System Y/N # of sessions

Assessment
Screening SPL (Student Performance Level)
Pre - 5 +
Post 6 ·

Skill Builders Learner Data

Social Security Number
Student s Name
Age 26
Sex Male
Ethnicity Hispanic
ESL Status Yes

Job Position/Title Production worker - Saw department swing shift
#years with company 11 months
#years at present position -

Last grade completed in School -
Previous Adult Education Studied at Chemekta 18 months -
English, math, Science, and preparation for GED

Attendance # sessions (each sesson was 1 1/2 hours) 5
Participated in Buddy System Y/N # of sessions

Assessment
Screening SPL (Student Performance Level)
Pre - 6 +
Post 6+ (didn't attend enough to see great progress)

Appendix 6

Student Performance Levels

From my attendance records I find that these workers also need to be added to Richard's List -

-

SPL 1
Male Hispanic 4 months at LWo 3 years high school attended 14 times

SPL 1
Male Hispanic Production worker - lattice, 3 years high school, 6 months English attended 15 times

- SPL 3
Male Hispanic 1 year at LWO 3 months studying English
Attended 9 times

32, Hispanic, Production Worker Pre SPL=1 Post SPL=2

34, Hispanic, Production Worker, Pre SPL=1 Post SPL=3

23, Hispanic, Production Worker, Pre SPL=1 Post SPL=2

31, Hispanic, Production Worker, Pre SPL=3 Post SPL=4

20, Hispanic, Production Worker, Pre SPL=3 Post SPL=4

41, Hispanic, Production Worker,SPL=3

23, Hispanic, Production Worker Pre SPL=2 Post SPL=3

46, Ethiopia, Production Worker, Pre SPL=3 Post SPL=3

41, Laotian, Production Worker, Pre SPL=3 Post SPL=3

28, Hispanic, Production Worker, Pre SPL=3 Post SPL=3

38, Hispanic, Production Worker, Pre SPL=3 Post SPL=3

21, Hispanic, Production Worker, SPL=3 Post SPL=4

36, Mien, Production Worker, SPL=4 Post SPL=4

51, Mien, Production Worker, Pre SPL=3 Post SPL=3

26, Hispanic, Production Worker,
Pre SPL=3 Post SPL=3

38, Hispanic, Production Worker,
Pre SPL=1 Post SPL=2

Hispanic, Production Worker,
Pre SPL=2 Post SPL=2

40, Hispanic, Production Worker,
Pre SPL=1 Post SPL=2

Overview Beginning Level

The beginning level class at LWO consisted of those students whose SPL was between zero and four. Their SPL determination was done by an oral interview by the instructors. Students were also evaluated during class time by noting their level of class participation and understanding. Any students that were misplaced were moved to the appropriate class. Classes were held for an hour and a half on Tuesdays and Thursdays. The majority of the students were from Mexico. Four students were from Laos and one was from Ethiopia. The Hispanic students and the Asian students had some difficulty in accepting each other as classmates. This resulted in some tension between the students and had and adverse effect on the learning environment, particularly for the Asian students. The Asian students eventually dropped from the class.

Curriculum

Class began using a curriculum based on a needs assessment that was based on the language needs of LWO. The beginning level class focused on the vocabulary and the grammar used in the LWO workplace. This included the names of tools, materials used, and the products produced. Grammar structures consisted of following and giving directions, acknowledging understanding, and giving feedback. Total Physical Response (TPR) was used for listening and speaking practice. Students were required to perform work related actions while verbally describing the actions. This activity would then be followed by classroom discussions of the activity. Most of the students had very low reading and writing skills. Literacy training was done using worksheets that emphasized sight words used at

LWO. Oral dictations of the sight words and expressions used in the TPR activities provided the opportunity for writing practice.

A mid-term evaluation of the effectiveness of this curriculum and instructional approach indicated that student needs were not being met. Students expressed dissatisfaction with the linguistic content of the classes. They felt that they already knew how to do their jobs and the language requirements of their jobs. They expressed a need for language training that focused on more general survival language and strategies for basic communication skills in everyday life. The curriculum was adjusted to address these needs.

Effectiveness of Instruction

Classroom observations of the beginning level students indicated that many of the students showed improvement in their use of English. Formal assessment tools were not reliable as the level of most of the students was too low. Students demonstrated a willingness and a confidence to use English that was not apparent before their participation in the class. Their post SPL was based on the instructor's observation of the student's level of participation and understanding of classroom activities

WORKPLACE LITERACY PROJECT

ESL STRAND

LATTICE WORKS OF OREGON

ADVANCED LEVEL

FINAL REPORT

BY

SALLY A. HUNTLEY

I. Initial contact and identification

I was not involved in the initial contact process. It had been done previously by Anne Schneider, whose position I assumed when she had to return to her full time job. The information will be in her report.

II. Process of collaboration with company to set up classes

A. Entry into job sites

This aspect of the project was also handled by Anne Schneider during the initial stages of the project.

B. Logistical considerations for instruction delivery

1. Time

The timing had already been established when I began. It seemed to be a combination of trying to match the worker's schedules to those of the instructors. What it worked out to be was two different classes on Tuesday and Thursday afternoons. Each class was an hour and forty five minutes. They were set up so that the workers on the second shift could have classes before work and those on the first shift could have theirs after work. Since there was a broad spectrum of skills, we provided beginning and advanced classes. I was the advanced class instructor.

2. Facilities

The classrooms were in a building which was slowly being converted into office space for the company management. We were provided with tables and chairs. Our space was left undisturbed for the duration of the class. We had no chalkboards so we had to tape white plastic on the walls and use dry erase markers when we wanted to write something for the whole class to see. The space was adequate but not ideal. If it had been closer to the factory perhaps we would have had more attendance but it probably would have been so noisy that we couldn't have taught.

3. Collaboration with company

The company collaborated and cooperated in a very passive way. They didn't seem to mind that we were there. They seemed to want their workers to learn English but we were generally a forgotten entity. My main contact was with the front secretary rather than any of the management. Anne Schneider remained the liaison to the management since she had made the initial contact.

The office people were were willing to be cooperative but frequently forgot to do things we needed to have done like; open our building or in one case I had to be absent

and the secretary didn't notify my co-teacher that I had called.

In the spring they experienced many temporary layoffs which had quite a profound effect on our attendance. The first layoff affected all of my students except one. This came two classes after representatives from the Language Lab went to speak to the workers about why they weren't taking the classes. After the workers had been encouraged to return to class our enrollment went up 100%. Following the first layoff our enrollment went down to one or two per class.

4. Recruitment of learners

a. Methods

Anne Schneider's report will cover the initial recruitment process. I began after the December break. Recruitment at that time consisted of Anne and I going to the factory and reminding them of resumption of classes. She and I talked with quite a few of the people who had previously attended. We also spoke to management and supervisors, asking them to remind their workers about the classes, especially a couple of days prior to the resumption and on the first few days.

As the class progressed, our recruitment consisted of asking the students who were attending to talk to their friends to see if they could encourage them to attend. Also, we had some representatives from the Language Lab come talk to the workers along with Nikki Sullivan to get a feel for why they weren't coming and to encourage them to come back. That was mentioned in section II. 3.

b. Results

In my opinion the results of recruitment, the second term, were very disappointing. Richard Campbell, my co-worker, and I discussed from the very first week the viability of having the classes. Richard discussed his concerns with Nikki Sullivan, our supervisor, and we were told to continue the classes with whomever showed up.

III. Determination of curriculum and development of curriculum

A. Nature and sources of input

When Anne and Richard taught the first section in the fall, it is my understanding they were very diligent in teaching workplace materials which related directly to the lattice being manufactured in the factory. When Anne oriented me, she told me that on the last couple of classes of the last section, the students had told her that they weren't interested in learning about lattice and paneling. They felt they already knew that. They wanted a more standard English class which would teach them how to communicate with people and be able to read signs and things in their environment.

She suggested that since the workers had so clearly stated what they wanted, and they were receiving instruction on their own time with no compensation from the factory, Richard and I should try to teach a more ESL based class with some workplace skills attached. That is what I attempted to do in my initial months.

B. How objectives were identified

The first day of class, I gave them a survey to try to determine where their interests lie; in reading, writing, conversation or life skills.(See Appendix A) Because I only had four students the first two days I wasn't able to collect enough data to make the survey be of any real use.

C. How job materials, technologies, tasks/activities were incorporated into curriculum

In my case, the incorporation of job materials was for the most part a secondary part of my instruction. I used examples of the products to illustrate points in vocabulary or conversation. I also used two textbooks, Speaking Up At Work, by Oxford American English and English For The Workplace, ESL for Action, by Addison-Wesley. I endeavored to teach chapters which were of most application to the students. When I heard the layoffs were in the horizon, I taught I covered the chapter on that topic. We also covered deportation, safety, being polite and getting incorrect work explained.

D. Problems in the process

For me, the major instructional problems were primarily caused by inconsistent attendance. The first four weeks of class, I prepared lessons which were based on the previously taught lessons. But, because I seldom had the same students two lessons in a row, this became quite frustrating. The students would come, we would discuss specific topics, they would ask me about specific things they wanted to learn and I would tell them what I could at the time with assurances that I would bring more information the next time. Which I did. Unfortunately, never were the people there who had asked for special help the time before. Usually, what I had brought was not appropriate for the students who had come.

E. Solutions

My solution, after four frustrating weeks, was to bring in one lesson that was quite generic each time. Then I would start each class asking them if they had any questions from their daily lives they wanted to discuss. If they didn't have anything specific, then we would do the work I had brought. Otherwise, I would gear the time around what they wanted to talk about. Because the last three weeks I only had one student in each class they pretty much worked out that in one we discussed sports, women family and general topics. The other student wanted to do a lot of reading so I brought in

newspaper articles for him.

For both sections an absolute savior was The Key page in the Oregonian. It is published on Wednesdays. It is specially designed for people with literacy issues. The four weekly articles on each page provided quite a bit of conversation and reading practice. Frequently it provided avenues to discuss the differences in culture, politics and the use of idiomatic expressions with those of their own countries.(The specific lessons related to the use of this page is covered in Appendix II)

IV. Delivery of instruction

A. Participants

1. Number

Through out the length of the course, from February 1st to May 6th, I had a total of ten participants.

2. Any particular characteristics

All of my students were Hispanic. Seven were from Mexico and two were from Guatemala. Some of them were fairly literate in English and quite literate in Spanish. Most were average in both. One had attended one year of university in Mexico. One could barely read in Spanish but could speak English at a survival level. One spoke English very well, was married to an American born Mexican-American, but only finished second grade in Mexico and couldn't read in either language.

3. Attendance

Attendance was the most frustrating problem, as has been described in detail in previous sections. The attendance percentages of students per class are as follows; 50% 1 student, 25% 2 students, 20% 3 students, 4% 4 or more students.

B. Factors affecting participation

1. Company-related/controlled factors

I think the primary factor was the lack of direct company motivation in the program. The workers weren't compensated in any way for their attendance. Some of the past attendees told the interviewers from the Language Lab that they didn't want to study job related things on their own time.

Another serious deterrent was that it was unnecessary for the workers to learn English for them to function effectively within the company due to the structure of the company. They all worked in monolingual teams under a supervisor who spoke their native language. Therefore, they weren't motivated to learn to speak English for their

employment issues.

Another company based factor was the frequent layoffs which began in April. When the layoffs began, the attendance dropped to one per class and stayed that way. I know that most of the workers were rehired on sometimes a day-to-day basis but they must have lost their motivation to return to class.

2. Instructional content factors

Even though we had two different teachers to deal with the problems of multi-level classes, we still had problems with reaching the students at their own level. Section Four, A, 2 describes the levels in my class. Because of this diversity, some students were bored with the material while others found it too difficult.

3. Learner-related factors

Some learners complained that the style of instruction was not what they were used to in their native countries and they weren't comfortable with the teaching style.

The workers on the first shift, who would have their classes after their shift, said they were just too tired to attend.

4. Other factors

I believe that another factor which affected attendance is cultural with Hispanics of limited education from their own country. It is quite mysterious to me because I am not of that culture and no one has ever explained to me the phenomenon which I have experienced numerous times regarding attendance. Most English classes which consist of 100% Hispanic, low socioeconomic students begin with strong attendance and within six weeks the attendance has dropped below 25% of the initial attendance. I don't know why this is but, I have experienced it in two states with five different programs.

V. Assessment of learners

A. Assessment tools

Assessment and placement was entirely subjective. We listened to them speak, we asked them if they could read in their language or in English. Based on teacher experience, we placed them in either the beginning or advanced class.

B. Results

Because we had no specific placement forms or tests, we weren't able to formally assess the results as one would if we had been using a pre- and post- test format.

Also, because I finished my classes with one in each the assessment, results are entirely subjective. In my opinion,

both of my students who stayed to the end, improved their English reading and communication skills to a great extent. They both felt more comfortable speaking to non-Spanish speaking people in English. They both felt more comfortable using and understanding idiomatic expressions. Their reading had become more fluid and they were comprehending more of what they had read.

VI. Program evaluation

A. Formative

1. Nature of feedback

For the core of the program, evaluation of the program at Lattice Works needs to come from the reports of Anne Schneider and Richard Campbell. In my half of the program most of the feedback came from the workers, as described in previous sections.

2. Consequent changes in instruction/logistics

Changes in instruction occurred on a daily basis, as previously described. No changes in logistics occurred during the course. Anne, even though she was not teaching at Lattice Works anymore, was extremely emotionally vested in the success of the English classes. She tried to strongly encourage Richard and I to teach our classes in a split manner where we would come at 6:30 in the morning in order to reach the first shift people before they were tired from a day's work. Then to return at 1:00 in the afternoon to teach the second shift. Neither he or I were willing to work with that schedule. It would have been very inconvenient for us and we strongly doubted there would be any attendance improvement at 6:30 in the morning.

B. Summative

1. Nature of measurement tools

We had no formal measurement tools.

2. Sources of information

Unable to answer at this time.

3. Impact on learners

For those who came more than one or two times, I think the impact was noticeable. Those who attended regularly until the end of the program experienced improved confidence in their all around abilities in English. Our conversations seldom needed to revert to Spanish in order to communicate. Their frustration level was greatly reduced.

I don't know if the classes improved their confidence to speak English at work or to seek different employment where their improved English skills could get them a better standard of work. I think in one case he still didn't have enough confidence to tell a prospective employer that he could speak English. The other student seemed content with his present working conditions and planned to return to Mexico in December for his 30th birthday. Then he intended to stay in Mexico.

4. Impact on company

I don't believe there was any impact on the company from their point of view. Because of the company's organizational structure, which has been previously described, the workers didn't use the English skills they were learning in class on the job. The teachers and management were disappointed with the results.

VII. Overall issues, concerns, comments

A. Facilitative factors

The supervisory facilitation was rather weak. Richard, Anne and I all felt that we had been sent to an outpost with supplies then basically forgotten by "the powers that be". We also felt that way about the LWO management. Nikki did come to the site once to meet with Richard and me. It was a difficult meeting for the teachers because Nikki didn't realize that she was only talking about her issues with the school reorganization and not providing us space to voice our problems and concerns.

I honestly don't think that a closer participation of the facilitation team could have improved the attendance situation. Anne who served as the acting facilitator did all that she could think of to do to keep the program going and interest the workers. I know she was frustrated beyond belief.

B. What worked especially well

For my group the thing that worked best was The Key page from the Oregonian. In previous sections I have detailed my usage of that page. Lessons are included in Appendix II.

C. What would you do differently next time

The most important thing I would do next time is set up criteria for participation in a program such as this. Most importantly, I think it should be worker requested. The workers really didn't yearn for English instruction. They didn't need it to function successfully, by their standards, in their work. Without a strong desire, from the people to whom the program is directed, to participate there is no real perceived need.

Another criteria for another program, if it is again not

worker generated is the guarantee by the company that the workers will be compensated in some from for participation. They need to receive monetary compensation, specifically stated by the management, before the class begins.

Lattice Workers of Oregon is not to blame for the virtual failure of the English instruction program on its site. They were solicited to participate from members of the consortium. In my experience with this company and another company in a different program, the program must be company or worker generated with monetary compensation to be successful. Also, LWO's unique organizational structure makes it so that the workers don't feel any need to speak English in the workplace. The management frequently feels frustration due to the language barrier but the workers don't.

In the future, the structure of a chosen company needs to be taken into consideration. There needs to be more English speaking workers than those who don't. The non-English speaking workers must not be segregated into their own separate group. Only when they must speak English to succeed in their jobs will they be motivated to volunteer their own time to learn workplace English.

Nor is the consortium to be blamed for the failure at the LWO site. I believe that it was a frustrating experiment. I hope we learn from it.

I believe that the illusive cultural "something" which in my experience keeps these programs from being successful is the primary reason the program didn't succeed. Perhaps if workers in a different company, with a different mix of ethnicity, were presented with a program such as this, it would work.

Finally in my "hindsight" section, I think that Richard's continued assertion that the program should be discontinued would have been the best. I personally had a vested monetary interest that it continue but for the overall success rating of the program, it should not have continued the second term rather than die such a sad, slow, sinking death.

D. Time estimations

1. Negotiation and planning with my partner

During the one term, with Anne and Richard I would estimate 4-5 hours.

2. Planning with other consortium members

No time spent

3. Curriculum development

25 hours

4. Actual instruction

80 hours

5. Record-keeping and write up

52 hours

Appendix I

ESL WELCOME BACK SURVEY

Circle the number of the answer that is correct for you.

	Always	A Lot	Sometimes	Almost never	never
1. How much do you speak English at work?	_	_	_	_	_
2. How much do you speak English at home?	_	_	_	_	_
3. How much do you speak English in stores?	_	_	_	_	_
4. How much do speak English to strangers?	_	_	_	_	_
5. How often do you read English newspapers?	_	_	_	_	_
6. How often do you write something in English?	_	_	_	_	_

Write the numbers 1-12 on the lines next to the sentences. 1 is most important to you, 2 is next, 3 is next, and 12 is the last in importance.

_ Speaking English at work

_ Understanding your English speaking bosses

_ Reading English newspapers and magazines

_ Listening to English music

_ Writing answers to questions

- Understanding your electric, gas and phone bills

_ Speaking English at home

_ Asking for help at work with problems

_Completing applications

_ Understanding conversations

_ Writing letters to friends in English

_ Speaking to strangers in English

APPENDIX II

READING LESSONS

My classes met on Tuesdays and Thursdays. My original intention was to have workplace oriented activities on Tuesdays and Reading/Conversation activities on Thursdays. As it worked out, the thing that worked best was the Reading/Conversation part which I stuck to the duration of the program.

My Reading program was based on a weekly page published in the Oregonian called The Key. This page is designed to be read by English speaking people who have difficulties reading. There are four articles on each page. They usually consist of something on American politics, famous people, human interest and always finishing with sports. Through reading The Key page my students learned a lot about American government and we had plenty of things to stimulate discussion.

I am including copies of the pages I used, questions and vocabulary that were stressed. When applicable, I will refer to a previous article. As a note; most of the time the vocabulary and questions were approached in context as part of reading and discussion not as a written assignment.

THE KEY

Lesson One

Vocabulary

Article One: well known crash landing gear tour promote

Article Two: settle run out

Article Three: ovation avid strike-out

Article Four: former remarks broke up

Idioms: still another corner to turn favorite son took the mound making a comeback

Questions

Article One:
1. Who were the two political men who were killed the first week in April?
2. How were they killed?
3. Do you know the names of the two political parties in the United States?
4. Do you have political parties in your country? If so, what are they?

Article Two:
1. What is unusual about the ages of the people in the Rolling Stones?
2. Why do they want a new recording contract?
3. What do they mean, "There is still another corner to turn for the Stones"?
4. Have you ever turned a new corner in your life?

Article Three:
* I explained the American tradition of having the president throw out the first pitch of the baseball season before reading the article.
1. Did George Bush ever play professional baseball?
2. What records does Nolan Ryan hold in baseball?
3. Did Ryan's team win the opening game?
4. Are you a baseball fan? What's your favorite team? Do you like to play baseball yourself?

Article Four:
1. There are three men mentioned in this article. What are their names?
2. Who did Holmes fight in the ring on April 7?
3. Who did Holmes fight on the street after the fight? Why did the fight begin?
4. What's your opinion of what Holmes did?

Lesson Two

Vocabulary

Article One: candidate speeches campaign aide concerned

Article Two: chairman Joint Chiefs of Staff British hero

Article Three: advice column stolen thief grabbed

Article Four: suspended fined punishment swearing lip-reader commissioner

Idiomatic phrases: run for president give me a platform

Questions:

Article One:
1. What political office does Mario Cuomo have now?
2. Is Mario Cuomo a Republican or Democrat?
3. Why is Cuomo traveling around giving speeches to anyone who will listen?
4. In your country, how many years can a president be in office? How many times can he be reelected?

Article Two:
1. Why is General Colin Powell famous?
2. What is his military position?
3. Does he pronounce his name with an O or an Ah sound?
4. Why does he pronounce his name that way?

Article Three:
1. What does Ann Landers do to help people?
2. Why did she recently need the police?
3. What was the important lesson she learned?
4. Do newspapers have advice columns in your country?

Article Four:
1. What is Roger Clemens' nickname?
2. What is his team and position?
3. He was punished for something - what? What was his punishment?
4. Do you think his punishment was fair?

Lesson Three

Vocabulary:

Article One: suffering stressful jogging breathe restore

Article Two: minor Amendment provides transfer resume Acting President

Article Three: headquarters tribute flyover regrets tattooed

Article Four: stolen bases no-hitter strikeout tied

Idiomatic Phrases: shut down the best hitting team standing ovation stay in shape just a heartbeat away

Questions:

Article One:
1. How old is President Bush?
2. What does he do to stay in shape?
3. Why did he have to go to the hospital May 4th?
4. What did the doctors do to him?

Article Two:
1. How did Dan Quayle almost become president?
2. How does the law protect the country if the president becomes very sick and can't do his job?
3. What did the doctors think they might have to do to make President Bush well?
4. Bush was once acting president for eight hours. Why?

Article Three:
1. What was Rickey Henderson's May first record?
2. What was Nolan Ryan's record that night?
3. How many bases has Henderson stolen in his baseball career?

Lesson Four

Vocabulary:

Article One: matters honorary knight toured

Article Two: media accused overstepping unqualified ridiculous

Article Four: comedian cap and gown address achievements auditioning obstacles

Idiomatic Phrases: rolling in the aisles

Questions:

Article One:
1. What were some things the Queen England and her husband did for entertainment while visiting the United States?
2. What did she do for General Schwarzkopf? Why?
3. Why do you think she came on an official visit to the United States?
4. The Royal Family are interesting to the American people. Are people interested in them in your country?

Article Two:

(This article is about a senator's response to the American press making allegations that Vice President Quayle is unfit for the Presidency. We had talked about this the week before when we read the article about the Constitutional provisions for the Vice President to take over for the President)
1. Why did Senator Dennis DeConcini tell the media to "ease up"?
2. To which other American Vice President does the Senator compare Vice President Quayle?
3. The Senator has his own political problems? What are they?

Article Three:
(We skipped the third article as it had nothing of great interest to discuss)

Article Four:
1. Do you know of Robin Williams from t.v. or movies?
2. The Julliard School of drama gave him something in June. What was it?
3. When did Williams attend Julliard?
4. What did he say to the students about their future?

Lesson Five

Vocabulary:

Article One: blasted off flight launch capsule Cape Canaveral accolade one-fourteenth

Article Two: pancreas fatal prayer

Article Three: beating intruder producer commotion newspaper clippings mugger thug weaving

Article Four: bachelor party convertible collarbone

Idiomatic Phrases: screwed up big-time poor judgment whole mess

Questions:

Article One:
1. Why is Alan Shepard famous?
2. Who did he give the credit of his flight to?
3. What was done to commemorate the flight of the Red Rocket?
4. Do you remember watching or reading about the space program when you were a child?

Article Two
1. Have you ever seen a Michael Landon program?
2. Which is your favorite?
3. On April 8 what did Landon announce?
4. What is so unusual about Landon's feelings about his sickness?

Article Three:
1. What is Lesley Stahl's profession?
2. What scary thing happened to her in Miami?
3. How did her producer get the thug out of the car?
4. Have you ever been mugged or robbed?

Article Four:
1. How did Lenny Dykstra injure himself?
2. What happened to his car, his friend and himself?
3. What does he say about it?
4. What is he going to do to show he is sorry for what happened?